

A RESEARCH PROJECT TO AID VOLLEYBALL ENGLAND MEET
THEIR 'INCREASING PARTICIPATION' FUNDING REQUIREMENT

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A RESEARCH PROJECT TO AID VOLLEYBALL ENGLAND MEET
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by

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Abstract

Since 2003, National Governing Bodies of sport have had an increasing accountability for meeting the targets set within their Whole Sport Plans. Recent sport policies have reiterated the importance of gathering insight into customer needs in order to create evidence based programmes to achieve behaviour change in relation to increasing participation. This study aims to gather insight into the reasons for participation in volleyball, the barriers which prevent individuals from participating, and possible solutions to overcome those barriers and increase participation.

Following a pragmatic paradigm and a grounded theory methodology, the study utilised five different research methods; an online questionnaire; telephone interviews; an email questionnaire; face-to-face interviews; and a document analysis.

The main findings in this study relate to the barriers to participation and suggested solutions to overcome those barriers. The main barriers to participation found within the online questionnaire were having other commitments (n=106), lack of time (n=99) and access to facilities being limited or non-existent (n=75). With regard to suggested solutions, the main suggestions were time slots to fit individual lifestyles (n=92), knowledge of where to play (n=69) and wider volleyball coverage in the media (n=57).

These findings are discussed in more depth within the telephone interviews and email questionnaires results, findings regarding volleyball participation, reasons for participation, and the importance of insight for National Governing Bodies are also studied.

Overall, this thesis demonstrates the complex nature of sport policy and funding for National Governing Bodies, whilst providing Volleyball England with an understanding of how to increase their recreational volleyball participation figures.

Author Declaration

I declare that this thesis is my own unaided work. It is being submitted for the degree of Master of Arts by Research at the University of Bedfordshire.

It has not been submitted before for any degree or examination in any other University.

Name of Candidate: Jade Chelsea Hills

Signature:

A handwritten signature in black ink, appearing to read 'Jade', written in a cursive style.

Date: 28.09.2016

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List of Abbreviations

API – Active People Interactive

APS – Active People Survey

CSP – County Sport Partnership

DCMS – Department for Culture, Media and Sport

HEVO – Higher Educational Volleyball Officer

NGB – National Governing Body

SPSS – Statistical Package for the Social Sciences

SSP – School Sport Partnership

UK – United Kingdom

WSP – Whole Sport Plan

Chapter 1: Introduction

Sport is an integral part of society in the United Kingdom (UK) both socially and economically (Taylor and O'Sullivan 2009), with 15,834,600 individuals participating in sport at least once per week between April 2015 to April 2016 (Sport England 2016a). National Governing Bodies of sport (NGBs) apply for funding by outlining strategies to increase participation and enhance elite sport within a Whole Sport Plan (WSP) (English Lacrosse Association 2016). The WSP also includes targets set by the NGB, which are compared to the outcomes at the end of the four year investment cycle.

In 2003, the Sport Council in England, Sport England – who collaborate with NGBs regarding how Government sport objectives and policies can be realised, along with distributing investment (Green 2008) – increased NGBs accountability levels in relation to meeting the targets set within their WSP (Jones 2008; Taylor 2013). If NGBs fail to meet these targets, sanctions are applied (Green 2008), which can include review of funding agreements (Department for Culture, Media and Sport 2000). More recently, HM Government (2015) and Sport England (2016b) have argued that funding decisions should be based on how to best meet customer needs, with insight into understanding such needs being featured within the latest investment guide for NGBs (Sport England 2016c).

This study aims to provide Volleyball England with an understanding of their recreational market and the needs of their 'customers' to provide the organisation with credible insight. Thus, allowing Volleyball England to have a greater understanding of their customers' needs, this may affect future volleyball participation strategies.

1.1 National Governing Bodies of Sport

Until the late nineteenth Century, sporting pastimes were not included in the Government's policy agenda. Towards the end of this period, the organisation of sport increased, thus placing sport within a national framework of various sport-specific voluntary governing bodies. The development of NGBs occurred due to the growth in regional and national competitions, along with the need for agreed rules and an effective capacity for organising events (Houlihan 1997). The role of these voluntary bodies was to regulate and administer their sport; including codification, organisation of competitions and selecting national teams (Houlihan and White 2002). As sport has developed, the role of NGBs has continued to change (Houlihan and White 2002). Since the 1960s, NGBs have been required to develop to respond to increasing Government involvement in sport and sports policy (Houlihan 1997).

The current structure of NGBs is that they are independent, self-appointed organisations which govern their sport, via common consent (Sport England 2016d), and which are responsible for managing their sport (Sport England 2015a). More specifically, Taylor and O'Sullivan (2009) identify NGBs as non-profit organisations who manage professional and amateur sport, along with administering sports funding allocation.

Fishel (2003, cited in Hoye and Cuskelly 2007) suggested that non-governmental sporting organisations, including NGBs, display the following characteristics:

- These organisations are not driven solely by financial motives, many have imprecise objectives which make it more difficult to monitor performance;
- They are accountable to stakeholders including members, users, sponsors, volunteers, staff and Government;

- Organisational structures can be complex, particularly if a wide range of stakeholders are involved;
- These organisations rely on the input of volunteers for both the delivery of service and governance roles;
- They are created and maintained on the basis of a set of values or beliefs about the service and opportunities they provide;
- The relationship between the board and paid staff is potentially difficult if there is uncertainty regarding who controls the organisation.

These characteristics demonstrate how NGBs operate within a highly complicated environment, mediated by differing motives, standards, challenges and practices (Green 2008). Additionally, NGBs face numerous challenges as they seek to satisfy their members in addition to a range of other agencies, including Sport England, sponsors and Government, who provide NGBs with the funding they require (Green 2008). There are over three hundred NGBs in the UK, representing 112 recognised sports, overseeing 150,000 sports clubs, over eight million members and approximately twenty-six per cent of all volunteering (Taylor and O'Sullivan 2009).

1.1.1 Volleyball England

Volleyball England is the recognised NGB for all volleyball disciplines in England, responsible for the development, promotion and delivery of the sport. The NGB is committed to leading the growth of, and excellence in, all volleyball disciplines in England. Their vision includes creating innovative and exciting new opportunities for people to enjoy volleyball through being an active, inclusive, innovative, positive, competitive and supportive sporting body (Volleyball England 2011a). Volleyball England's staffing structure can be seen in Appendix One.

1.1.2 The Relationship between National Governing Bodies, Sports Councils and Government

NGBs have little direct relationship with the Government, instead they work with Government departments and Sports Councils (Houlihan and White 2002; Green 2008). NGBs are mediated by Sports Councils, for example Sport England, who collaborate with NGBs regarding how Government's sport objectives and policies can be realised, along with distributing investment (Green 2008). Sport England is affiliated to the Government and Government departments, specifically the Department for Culture, Media and sport (DCMS). With regard to sport, the DCMS are responsible for making it easier for everyone to play sport, with a priority of providing a lasting legacy of the London 2012 Olympic and Paralympic Games. The DCMS' work is carried out by the forty-seven public bodies who support them, including Sport England (DCMS 2016a). The DCMS is affiliated to the Government, whose primary function is to provide policy frameworks and establish financial guidelines for such policies (Houlihan 1991). As such, the relationship between all these agencies is a hierarchical one that is best represented in Figure 1 below:

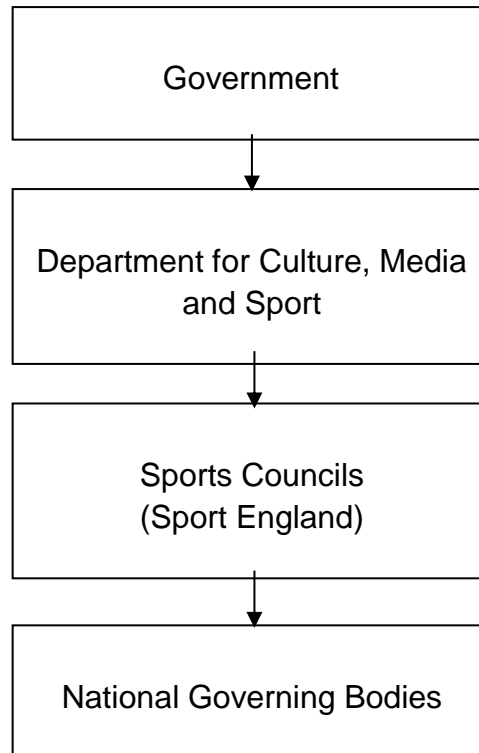


Figure 1 - The Affiliation between Government, Government Departments, Sports Councils and National Governing Bodies

1.2 The Need for Insight for National Governing Bodies

In order to understand NGBs needs for insight, the term must first be defined and compared to 'research'.

Insight is defined as 'the ability to understand the truth about people and situations' (Little Oxford English Dictionary 2002, p.363), whereas research is defined as 'the study of materials and sources in order to establish facts and reach new conclusions' (Little Oxford English Dictionary 2002, p.595). Ballard (2012) argues that 'research can tell us what is happening, but we need insight to understand why it is happening, and crucially, what to do about it'.

Insight is useful for a range of agents, including funders, deliverers, sports providers and policy makers (Sport England 2016e). In addition, Sport

England (2014) believes that insight into how to increase participation figures, along with effective and appealing initiatives to do so, is key in becoming a successful NGB.

Corporate Culture (2014) highlight how NGBs can benefit from insight surrounding the casual/recreational market. Firstly, insight into effective and appealing participation strategies has financial benefits, as resources are not wasted on producing ineffective initiatives. Secondly, NGBs will be able to make informed decisions regarding targeting particular groups of their demographic. Thirdly, NGBs will be able to design new participation strategies based on what is appealing for their audiences. Additionally, Jones (2008) states that insight into appealing strategies may act as critical success factors, which increase the chances of meeting set targets if focused upon.

In 2003, Sport England altered NGB funding allocation, replacing seventy-five funding programmes with two investment streams; national and community. Funding is now only available for listed sports and their associated NGBs through the national investment stream (Jones 2008). Along with funding changes, Sport England held the NGB accountable for meeting the targets set in their WSP; targets which had to be met in order to receive investment (Jones 2008; Taylor 2013). If NGBs failed to meet the agreed targets set by Government, sanctions were made, specifically the reviewing of funding agreements (DCMS 2000).

However, Taylor (2013) argues that for those involved in reaching ambitions set by the Government and its affiliated organisations, the main barrier for increasing participation is a lack of investment.

Since these changes, insight has become increasingly important to NGBs, along with being included within sport policies, and NGB investment guidelines. The most recent sport policy, 'Sporting Future' (HM Government 2015), argues that future funding decisions should be based upon how to best meet the needs of the customer – something which can

only be understood through insight. Sport England agree with this argument, and put insight at the heart of their work within their 2012-2021 strategy (Sport England 2016b). Puig (2016) also argues the need for precise knowledge on sport participation in order to devise programmes which satisfy customer needs, with Hoekman et al (2011) stating that policy demands research which backs up the choices that are made.

Furthermore, insight has been featured within the two most recent NGB investment guides. Within the 2013-2017 WSP assessment criteria, the 'use of insight' accounted for seven and a half per cent (Sport England 2012a, p.12); additionally 'understanding the core market' accounts for fifteen per cent of the 2017-2021 assessment criteria (Sport England 2016c, p.8).

1.2.1 Providing Insight for Volleyball England

Volleyball England identify a gap in their understanding of their casual/recreational participation market, a gap which they wish to fill (Corporate Culture 2014). Corporate Culture (2014) highlight how understanding audiences; including demographic knowledge of the market, participation motives and barriers; is invaluable for growing participation.

This study seeks to provide Volleyball England with insight to aid their understanding of the casual/recreational users' experience of the sport. In particular, what the participants in this study enjoy about volleyball, what prevents their participation and what, if anything, they consider would overcome those barriers to increase their volleyball participation. This 'insight' could subsequently have several benefits for Volleyball England, as listed by Corporate Culture (2014) and Jones (2008) in section 1.2.

1.3 Research Questions

The research questions for this study are;

RQ 1: Why is insight important for Volleyball England?

RQ 2: How do people participate in volleyball and what are their perceptions on the sport?

RQ 3: Volleyball England's quest to increase participation: What barriers do participants experience and how do they suggest these could be overcome?

Chapter 2: Review of Literature

This chapter seeks to examine the construction and development of sport policy. In doing so, the investment process for NGBs is discussed, due to the complex link between 'insight' and the setting of participation targets, which underpin funding agreements between these bodies and Sport England. After which, Volleyball England's two current plans are detailed, followed by a review of the NGBs previous WSP and the progression of their current WSP. Finally, reasons for and barriers to sport participation are explored, in order to demonstrate the wide range of factors affecting sport participation.

2.1 Sport Policy

In order to understand the policy process, it is important to define and distinguish 'policy' and 'public policy'. Smith (1979, cited in Houlihan 1991, p.152) defines policy as 'deliberate choice of action or inaction', whereas public policy refers to policies that originate within, or which are dependent upon the resources of, the state (Houlihan 2005). More specifically, Jenkins (1978, cited in Houlihan 1991, p.5) defines public policy as:

'a set of interrelated decision taking by a political actor or group of actors concerning the selection of goals and the means of achieving them within a specified situation where these decisions should, in principle, be within the power of these actors to achieve.'

In this study, it is determined that sport policy is in line with public policy, due to the dependency on state resources (Houlihan 2005), and the focus on achieving set goals (Jenkins 1978, cited in Houlihan 1991, p.5).

2.1.1 The Policy Process

The policy process involves many individuals at various levels, both within and outside of an organisation (Dopson and Waddington 1996). At the centre of the policy process are those who have and use authority, for example those on a Sports Council. The authority of these bodies is complemented by political influence, derived from control of economic resources and information or machinery for implementation. Local authorities are also influential in the policy process as they control and finance the facilities available to local communities (Houlihan 1991).

The policy process begins as issues which have developed over time (Bloyce and Smith 2010), with policy makers often reviewing existing policies and their effectiveness of tackling the issue before pursuing new policies (Dopson and Waddington 1996; Coalter 2007; Bloyce and Smith 2010). After which, barriers preventing achievement of desired objectives are identified, with objectives being made clear and concise (Bloyce and Smith 2010). During this process, it is important to ensure that the achievement of stated goals does not undermine the achievement of any other goals set (Bloyce and Smith 2010). Coalter (2002, cited in Bloyce and Smith 2010) highlights how sport policy objectives can range from sport-specific orientation, to impacting participants' behaviour, to wider social and community outcomes.

After reviewing Hogwood and Gunn's (1984) policy process stages, Figure 2 shows a modernised version of the stages involved in the policy process.

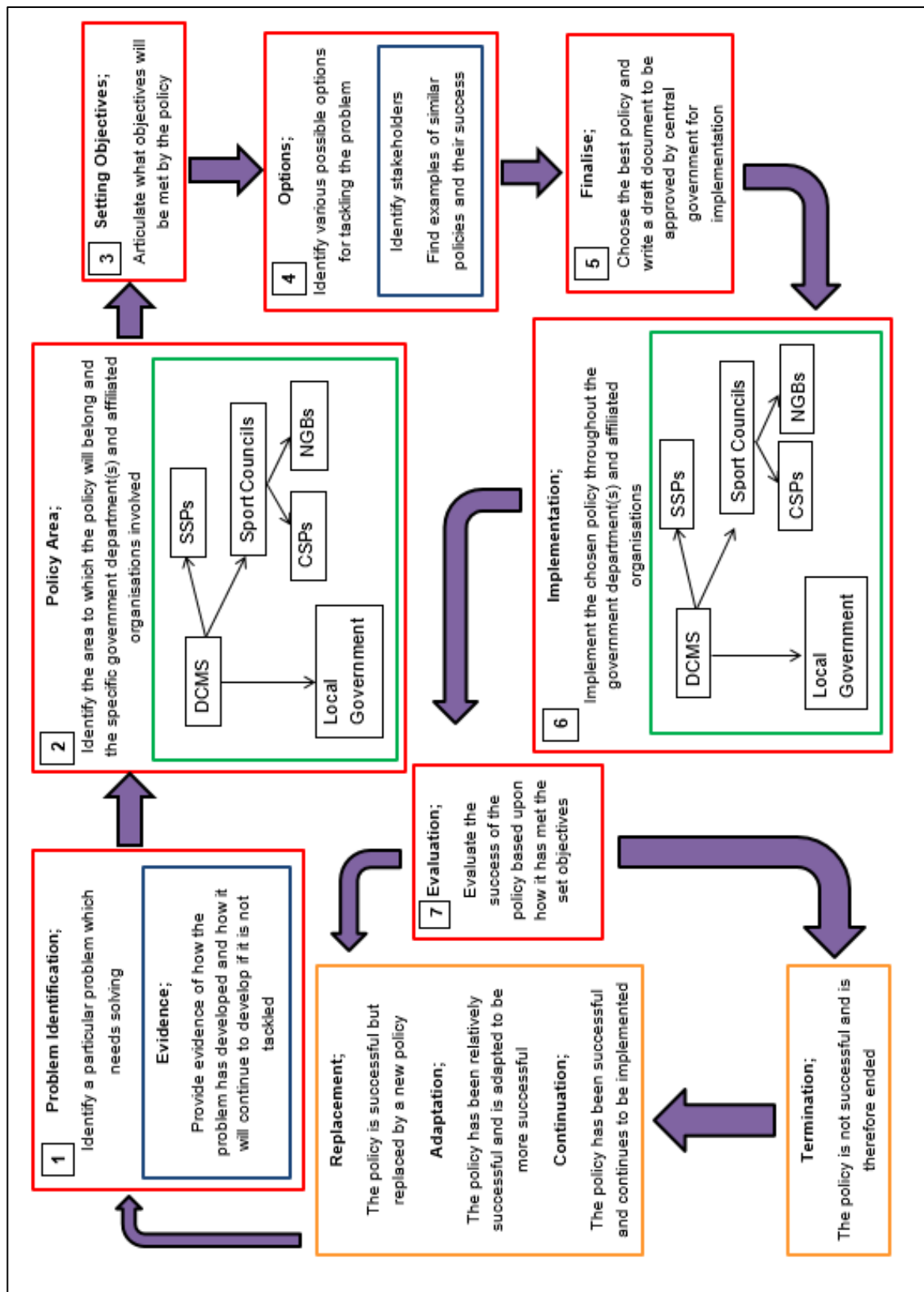
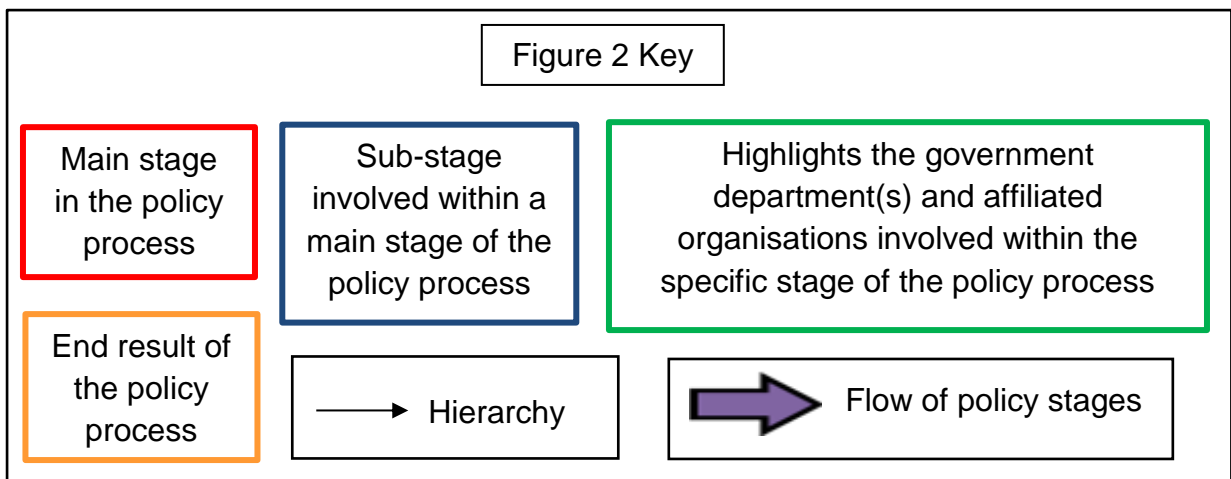


Figure 2 - The Policy Process (Adapted from Hogwood and Gunn 1984)



However, it is important to note that not all policies follow the stages in entirety; the stages merely provide a framework for organising and analysing the policy process (Houlihan 1991). The model does not fully account for wider organisational and political realities experienced within policy making. It is also important to emphasise that policy development and implementation is complex, often driven by political ideologies and opportunism as well as rational decision making and achievement of goals (Wolsey and Abrahams 2013).

2.1.2 Government Involvement in Sport Policy

Until the late 1950s Government involvement in sport was extremely rare (Houlihan 1997; Bergsgard et al, 2007), with any involvement being a reaction to specific problems, such as poor health (Houlihan 1997). Although the UK Government claim to operate a non-interventionist model for sport (Taylor and O'Sullivan 2009), since the creation of the Sports Council in the 1970s Governments have become increasingly interventionist in their approach to sport policy (Green 2004). Government involvement in sport has significantly increased since the mid-1990s (Green 2008) and sport policy is now more centrally controlled than ever before (Phillpots et al, 2011). Although the rhetoric of an arm's length

relationship continues, the reality appears to be very different (Oakley and Green 2001).

The Government often intervenes in sport in order to fulfil other objectives (Houlihan 2002; Bergsgard et al, 2007; Houlihan and Green 2009). In particular, the state uses sport as a means for achieving goals in relation to social order (Houlihan 1997; 2002), health and wellbeing (Houlihan 2002), education, community safety and the family (Green 2006). Political influence in matters regarding sport is essential, particularly if policies requiring investment are to be pursued with any chance of success (Coghlan and Webb 1990).

In order for the Government to achieve the objectives set for sport, they hold several resources at their disposal, as identified by Hood and Margetts (2007, cited in Houlihan and Lindsey 2013). Firstly, the Government has a position of 'nodality', from which they can both dispense and collect information. Secondly, the 'authority' of the Government is used to collect information in order to develop policies. Thirdly, 'treasure' is used to buy information which is later converted into policy incentives. Finally, the 'organisation' of the Government allows them to gain possession of assets, either by owning these themselves or through using their authority to gain them from others.

Since the 1960s, sport policy has developed from a marginal policy concern with flourishes of political interest, to a politically salient, cross-departmental policy area, with continuous Government intervention and control (Phillpots et al, 2011). The increase in importance of sport policy to Government reflects its strong cultural significance (Bergsgard et al, 2007), along with its malleability as a resource to deliver other Government objectives (Bergsgard et al, 2007; Houlihan and Green 2009).

2.1.2.1 Evidence-Based Policy

Over the past fifteen years, there has been an increasing importance placed on evidence-based policy (Bloyce and Smith 2010), which stems from the former Labour government's thinking of '*what matters is what works*' (Davies et al, 2000 p.2). This reflected an increased emphasis on the need to provide evidence for Government interventions, through monitoring and evaluation, in order to base policy and practice on evidence to ensure policy goals were met (Coalter 2007; Smith and Leech 2010). This was apparent in May 2016, when the Secretary of State for Culture, Media and Sport identified how sport is a key element of the Government's broader growth agenda (Whittingdale 2016).

However, what constitutes 'evidence', the nature of this evidence and how it is used is a heavily contested area, with the relationship between evidence, politics and public policy varies between and within policy areas (Smith and Leech 2010). In addition, Pawson (2002, p.340) argues that evidence based policy isn't enough to inform sport policy, as '*evidence, whether new or old, never speaks for itself*'. Furthermore, political considerations often dominate evidence and the evaluation of programmes in policy making. Thus, political interests often outweigh the need for basing policy decisions on evidence (Smith and Leech 2010).

Evidence-based policy can be seen within the most recent sport policy, 'Sporting Future' (HM Government 2015). The policy discusses how organisations which have understood, and responded to, their customers' demands, '*through evidence based actions*' has led to an increase in the number of people participating in their sport (HM Government 2015, p.20). Additionally, the policy states that Sport England are to make an '*evidence-based assessment*' of the envisaged scale of change after their interventions (HM Government 2015, p.20), and how it is '*important that action is based on insight and evidence of what works*' (HM Government 2015, p.22). However, Smith and Leech (2010) argue that evidence-based

policy making and practice will remain as aspiration, rather than a reality in the pragmatic world of policy making.

2.1.3 Sport Policy History

Sport policy priorities regularly interchange between mass participation and sporting excellence, however, mass participation has remained central to policy makers since the 1960s (Bergsgard et al, 2007). As a result, it can be argued that sport embodies the ideologies and values of those in political positions (Henry 1993; 2001), due to differing priorities of various political leaders being transferred into the policies created whilst they are in office.

Table 1 shows how sport policy has developed since with 1960s, showing key policies created by different Governments. Blue text signifies a Conservative Government, whereas red text signifies a Labour Government. Policies highlighted in green had a priority towards mass participation, whereas policies highlighted in orange had a priority towards sporting excellence. Where policies combined both mass participation and sporting excellence, both colours are shown.

Table 1 - Sport Policy History

Year	Prime Minister	Policy/Strategy	Features
1960	Harold MacMillan Conservative	Wolfenden Report	Focused on young people and the opportunities available for developing better and more available facilities and coaches (Houlihan and White 2002; Bloyce and Smith 2010; Tacon and Hanson 2012).
1975	Harold Wilson Labour	Sport and Recreation	Emphasised 'sport for all' and the welfare role of sport (Bergsgard et al, 2007). Focused on young people, the disabled, retired individuals and women as participation target groups (Bloyce and Smith 2010).

1982	Margaret Thatcher Conservative	Sport in the Community: the Next Ten Years	Discussed the need to develop sport for target groups (Collins 2008; Bloyce and Smith 2010)
1988	Margaret Thatcher Conservative	Sport in the Community: into the 90's	Focused on low participation groups, specifically women and young people. Emphasis was also placed on promoting sporting excellence in addition to mass participation (Bloyce and Smith 2010).
1995	John Major Conservative	Sport: Raising the Game	Prioritised school sport and elite performance over mass participation (Houlihan 1997; Green 2004; Collins 2008; Bloyce and Smith 2010).
2000	Tony Blair Labour	A Sporting Future for All (DCMS 2000)	Focused on increasing youth participation in sport, along with creating lifelong participation and sporting excellence (Collins 2008).
2002	Tony Blair Labour	Game Plan (DCMS 2002)	Focused on the need for increasing sport participation for health benefits along with promoting sporting excellence (DCMS 2002; Collins 2008; Bloyce and Smith 2010).
2008	Gordon Brown Labour	Before, During and After: Making the Most of the London 2012 Games (DCMS 2008a)	Focused on utilising the London Olympic Games in order to increase participation in sport (DCMS 2008a).
2008	Gordon Brown Labour	Playing to Win: A New Era for Sport (DCMS 2008b)	Placing priority on elite sporting success (DCMS 2008b).
2012	David Cameron Conservative	Creating a Sporting Habit for Life (DCMS 2012)	Concentrated on mass participation, particularly for young people. The policy aimed to encourage people to take up sport and continue to participate into their adult life (DCMS 2012).
2015	David Cameron Conservative	Sporting Future: A New Strategy for an Active Nation (HM Government 2015)	Aims to tackle falling levels of participation, as well as reiterating a commitment for elite sport (HM Government 2015).

As Sport England is affiliated to the Government, their own corporate strategies must accommodate Government policy priorities. This is seen in the strategies released by Sport England, after the release of Government sport policies. For example, after the release of 'Playing to Win: A New Era for Sport' (DCMS 2008b), Sport England released their 2008-2011 Strategy. This strategy aimed to create a world leading community sport system to ensure continuous growth in sport participation, as well as ensuring early talent identification and ensuring all athletes fulfil their potential (Sport England 2008). Similarly in 2012, after the release of 'Creating a Sporting Habit for Life' (DCMS 2012), Sport England released 'Strategy 2012-2017', which re-affirmed their commitment to mass participation, with a brief mention of nurturing and developing talent (Sport England 2012b).

However, it isn't as simple as sport policies either prioritising mass participation or sporting excellence. As previously identified, the Government intervenes in sport to fulfil other objectives (Houlihan 2002; Bergsgard et al, 2007; Houlihan and Green 2009), including health and wellbeing (Houlihan 2002), education (Green 2006) and social order (Houlihan 1997; 2002). Although policies may appear to prioritise mass participation, the main priority is actually using an increased participation to achieve wider goals. For example, the 1960 'Wolfenden Report' outlined a relationship between criminal activity and sport, arguing that criminal activity would decrease if individuals had more opportunities to participate in sport and physical activity (Central Council for Physical Recreation 1960; Houlihan 2002). Similarly, increasing grassroots sport was used in 'Before, during and After: Making the Most of the London 2012 Games' (DCMS 2008a) to address youth underachievement, and in 'Game Plan' (DCMS 2002) for health benefits. This is also seen within the most recent sport policy, 'Sporting Future', with a 'new focus on the broader outcomes that sport can deliver.' (HM Government 2015, p.72). This is reflected in the new success outcomes, which ultimately focus on health, individual, social and economic development.

2.1.3.1 Recent History

Over the past two decades, the sector of sport policy has been subject to modernisation, after calls for such changes since the election of New Labour in 1997, which showed a commitment to modernisation of public policy making. This modernisation included ensuring policy making is more 'joined up' and strategic, ensuring public services users – not service providers – are the focus, matching these services more closely to people lives and delivering services that are high quality and efficient (Cabinet Office 1999, cited in Houlihan and Green 2008). In particular, Sport England's modernisation involved moving away from prioritising a delivery role, towards adopting a more strategic role, concerned with ensuring funds are properly spent (DCMS 2002). This modernisation programme saw policy implementation through partnerships and networks and the inclusion of non-governmental groups in decision making and delivery of high quality public services (O'Gorman 2010). However, O'Gorman (2010) highlights how New Labour retained reforms from the previous government regarding targets and performance indicators, which were imposed from the centre of the delivery of government policy. This was supported by sanctions imposed on organisations that fail to meet the centrally imposed targets.

Although the modernisation of the sport sector can be viewed as partly about the high political salience of sport and physical activity (Houlihan and Green 2008), there are several negative outcomes of this modernisation process. For example, Houlihan and Green (2008) identify how the modernisation of sport has resulted in a narrowing of sport council objectives, for example the complexity of issues surrounding lifelong participation being reduced to increasing participation by one per cent over a five year timeframe. In addition, there has been a significant change toward adopting more business like principles (Houlihan and Green 2008), with NGBs being expected to adopt these principles in providing their product (i.e. their sport) to their service users (i.e. their customers)

(O’Gorman 2010). Furthermore, the relationships between key delivery partners and sport councils has become a ‘command and control regime’, in which they shape and guide how the implementation of government sport policy is administered (Houlihan and Green 2008). Finally, Finlayson (2003, cited in Houlihan and Green 2008) argues that modernisation is a rhetoric discourse, concerned with persuasion and motivation, which simply makes things sound exciting, progressive and positive. In reality, modernisation is a long process with numerous negative outcomes – as listed above – with whatever achievements in meeting predefined targets being over shadowed by Sport England and other organisations constantly having more to do (Houlihan and Green 2008).

Consequently, despite this modernisation, sport policy remains a complex, diluted policy field categorised by friction, disunity and a lack of direction and consensus (O’Gorman 2010). The sport policy area sits within the space of other more prominent policy fields, and is therefore subject to pressure from a range of competing sector intersects, such as education and health (O’Gorman 2010). It could therefore be argued that the area of sport policy will constantly be ‘modernising’ in order to fulfil ever changing government objectives and targets.

2.1.4 Behaviour Change

Central to the latest sport policy is the concept of behaviour change, and how to move individuals along a spectrum of stages to change their behaviour. The model used by Sport England is titled the transtheoretical model, and includes six stages of change. However, Sport England only recognise the first five within their newest sport strategy (Sport England 2016b) (Figure 3).

The first stage, pre-contemplation, refers to the individual having no intention to change their behaviour in the foreseeable future (Robson

2011), often resisting change and being demoralised (Prochaska et al, 1994). The second stage, contemplation, involves the individual having serious intentions to change their behaviour within six months (Prochaska et al, 1994; Robson 2011); however, change is often put off (Robson 2011). The third stage, preparation, is where the individual makes arrangements to change their behaviour (Robson 2011), often making final adjustments to begin the change (Prochaska et al, 1994). The fourth stage, action, involves the individual overtly modifying their behaviour (Prochaska et al, 1994), by making significant changes in a six month period (Robson 2011). The fifth stage, maintenance, is the period from six months after the criteria for change was reached, until the point where the risk of returning to old behaviours has been eliminated (Robson 2011). Without a strong commitment to maintenance, individuals will likely relapse to the pre-contemplation or contemplation stages (Prochaska et al, 1994). The sixth stage – which is not included in Sport England’s policy – is termination, where there is no temptation to return to old behaviours (Prochaska et al, 1994; Robson 2011).

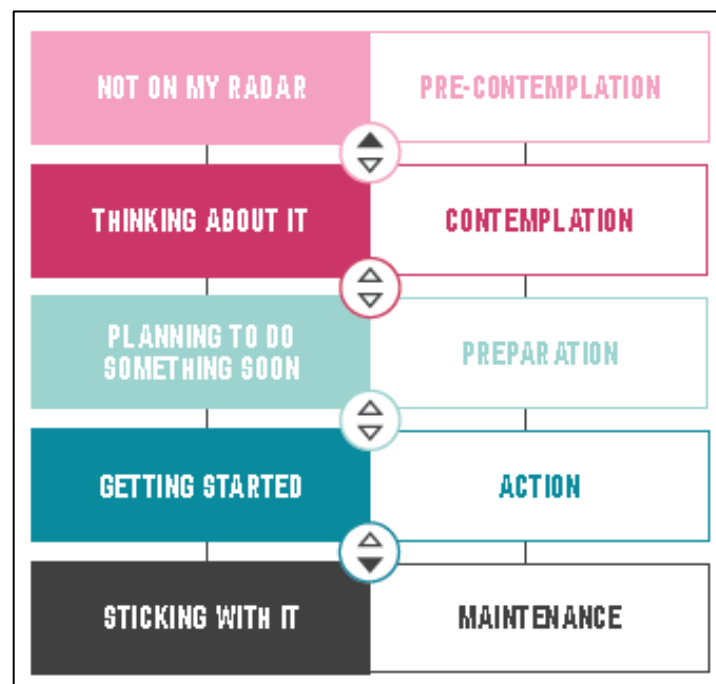


Figure 3 – Transtheoretical Mode of Behaviour Change (Sport England 2016a, p.7)

Another model associated with behaviour change is the COM-B system (Figure 4); discussed by Michie et al, (2011), in which capability, opportunity and motivation interact to generate behaviour. Capability refers to the individual's physical and psychological capacity to engage in the given activity, including having the necessary knowledge and skills. Motivation refers to all brain processes that direct behaviour, including decision making, habitual process and goal setting. Finally, opportunity refers to the factors that lie outside the individual that prompt or make the behaviour possible. These three components can interact and influence each other, as demonstrated by the single and double headed arrows in Figure 4.

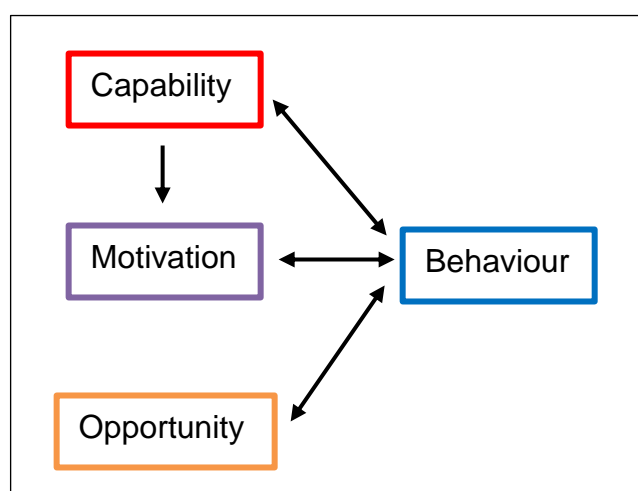


Figure 4 - The COM-B System (Michie et al, 2011, p.4)

Although not discussed within Sport England's new sport strategy, the COM-B system demonstrates how three separate components interact to influence behaviour. Specifically, Michie et al, (2011) discuss how an intervention could potentially change one or more components within the system, thus strengthening the effect of the intervention on behaviour change. They also discuss how this system provides a basis for designing interventions aimed at behaviour change, as policy makers can consider what components of the COM-B system can be addressed to achieve a change in behaviour.

2.1.5 Sport Policy Issues

Houlihan (2002) notes how reasons for Government involvement in sport policy rarely reflect the intrinsic beliefs of policy makers and the values of sport. In reality, sport policy embodies the values of political positions and ideologies (Henry 1993; 2001) and is shaped by interests and changes within adjacent policy areas, such as education and health (King 2009).

Additionally, Bloyce and Smith (2010) highlight how public policy is rarely evidence based, rather a detached understanding regarding the issues the policy sets out to tackle. Furthermore, they discuss how policies which use sport for achieving wider social goals often lack consistency and clarity of objectives, instead being overly ambitious, unclear, inconsistent and based on a one-sided perception of sport. This therefore limits the likelihood of policy makers achieving the objectives they set (Dopson and Waddington 1996; Coalter 2007; Bloyce and Smith 2010).

Finally, throughout the history of sport policy, priorities constantly switch between mass participation, sport for sports sake and elite success. These adjustments have resulted in an abundance of short term policy initiatives, with grassroots initiatives often being abandoned in favour of the most recent popular Government policy agenda (Phillpots et al, 2011).

Consequently, policies are given little time to be implemented long term (Phillpots et al, 2011), raising questions around the true effectiveness of such policies. Although NGBs have little direct relationship with the Government, Sport England collaborate with NGBs to ensure the Government's sport objectives and policies can be realised (Green 2008). Therefore, changing sport policy priorities results in Sport England changing NGBs remit, resulting in previous programmes being abandoned with their effectiveness unknown.

2.2 Investment in Sport

The benefits of participation in sport and physical activity are widely documented, therefore justifying funding for participation strategies (Jones 2008). Taylor (2013) considers that sport receives its investment from three main sources; the commercial, public and voluntary sectors. The commercial, or private, sector consists of profit making organisations (Taylor 2013), often willing to sponsor sport in return for advertisement and promotional opportunities, for example, 'The Aviva Premiership' in rugby union. The voluntary sector supports sport through using human resources; according to the Sport England Website 'if it wasn't for the incredible numbers of people who use their time to enable others to do sport... community sport would grind to a halt' (Sport England 2016f). Arguably the largest sport investment sources stems from the public sector, which uses funds from central and local Governments, and the National Lottery (Taylor 2013).

The scope of public sector investment in sport cannot be ignored, with £438.6 million invested in NGBs between 2009 and 2012, and a further £494.1 million from 2013 to 2017 (Taylor 2013). Furthermore, Sport England have invested 38 per cent of their funds to NGBs between 2012 and 2016 (Sport England 2016b).

Control over Government public funds, and how they are spent, is a responsibility which lies with the Treasury (HM Treasury 2016). To gain the use of public funds, department ministers must meet certain requirements; including having annual department expenditure estimates (HM Treasury 2013). Only 0.18 per cent of Government expenditure is invested into the DCMS (DCMS 2016b), with £1.6 billion to be invested in the department between 2015 and 2020 (HM Treasury 2015). In return for this investment, in terms of sport, the DCMS are expected to strengthen elite sport by building on the success of the London 2012 Olympic and Paralympic games, along with continuing to increase grassroots sport (HM

Treasury 2015). For the 2015 to 2016 financial year, Sport England received £87.965 million from the DCMS, in return Sport England are expected to fund NGB WSPs, deliver new and improved sports facilities and support the School Games (DCMS 2013a). The other public sector source, the National Lottery is a significant benefactor of sport, with £7,277.8 million made from ticket sales, and 20 per cent of National Lottery funding allocated to sport in March 2015 (National Lottery 2015).

2.2.1 The Funding Application Process

NGBs apply for funding by creating a Whole Sport Plan (WSP); a business document outlining specific strategies to grow participation and enhance sporting talent over four years (English Lacrosse Association 2016). WSPs are extremely important, as they determine investment awarded, along with other potential funding partners assessing which elements of the plan they wish to support (British Orienteering 2016). Additionally, WSPs provide an opportunity for raising awareness of a sport, along with members, clubs and associations having the ability to shape the future of the NGB, and ensuring local priorities are reflected within the plan (British Orienteering 2016).

WSPs are assessed by Sport England against six investment principles, including delivering on one or more of Sport England's talent and participation outcomes; along with having sixty per cent of investment benefiting young people ages fourteen to twenty-five. Furthermore, NGBs must demonstrate how they will work with, and have an impact on, local participation. Finally, NGBs whose sport is played in schools must provide a strong transition programme between school sport, clubs and community sport (Sport England 2015b).

2.2.2 Volleyball England's Investment

Volleyball England's main source of investment originates from Sport England, whose investment is used for growing volleyball participation, supporting grassroots initiatives, club and facility development and assisting in the running of the governing body (Volleyball England 2013a). A total of £5,099,704 of Sport England funding will be invested in Volleyball England from 2013 to 2017 for the implementation of their 2013-17 WSP (Sport England 2015c), with £1,895,708 being specifically directed at participation (Sport England 2013).

In Volleyball England's 2014-2015 financial year, Sport England investment accounted for sixty-one per cent of their total income. In comparison, their second highest income stream, competitions and events, only provided ten per cent of their income for the year (Volleyball England 2015a) (Appendix Two). From Volleyball England's income in 2014 to 2015, twenty-one per cent of investment was allocated to participation (Volleyball England 2015a); a breakdown of the participation investment can be seen in Figure 5.

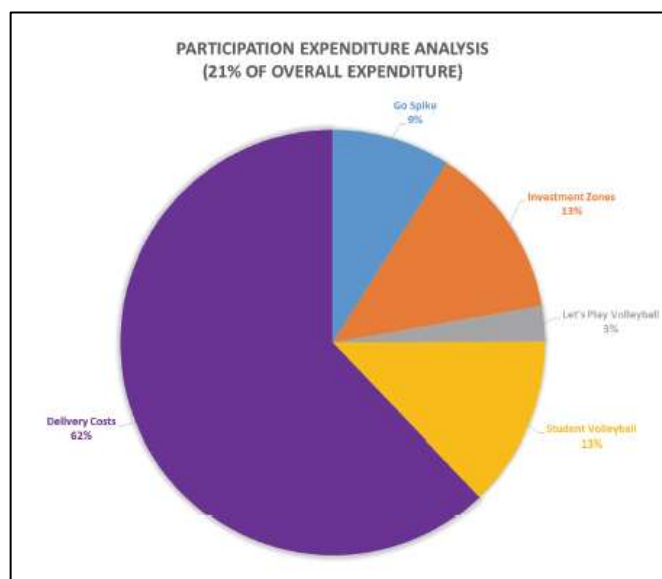


Figure 5 - Participation Expenditure Analysis (Volleyball England 2015a, p.38)

2.2.2.1 Investment Comparison with Previous Years

Sport England invested £5.6 million for the implementation of Volleyball England's 2009-2013 strategic plan (Volleyball England 2013b), £500,296 more than investment for the current WSP. In the 2013-2014 financial year, Sport England investment represented sixty-nine per cent of Volleyball England's total income, this fell to sixty-one per cent for the 2014-2015 financial year (Appendix Three) (Volleyball England 2015a). Volleyball England (2015a) have also increased their expenditure in key areas of their organisation, specifically increasing expenditure on participation from fifteen per cent in 2013-2014 to 21 per cent in 2014-2015 (Appendix Four).

2.2.2.2 Investment Comparison with England Basketball

As England Basketball is a similar sized NGB to volleyball, it can be determined whether their funding allocations are similar. For the implementation of their 2009-2013 strategic plan, England Basketball received £8,200,000 (Sport England 2009), whereas Volleyball England received £5,600,000 (Volleyball England 2013b), a difference of £2,600,000. Differences are also seen in the funding allocations for the implementation of the 2013-2017 WSPs, England Basketball are receiving £9,000,000, whereas Volleyball England are receiving £5,099,704 (Sport England 2015c), a difference of £3,900,296.

2.2.2.3 Other Sources of Investment

Volleyball England also receive funding from the National Office through grant applications, and from their five investment zones. Data provided by Volleyball England shows a current total of investment received from these

sources from April 2013 of £2,275,000 (Volleyball England 2016a, total accurate on September 16th 2016).

Other support is also given through the Volleyball England Foundation, set up in 2010 to give financial support to develop education and promote the health of people through volleyball (Volleyball England 2012).

2.2.3 Future Investment

Future funding for the DCMS can be seen in the 2015 comprehensive spending review (HM Treasury 2015), which details the departmental expenditure limits over the next six years (Figure 6). As a result, the DCMS have reported their overall budget will reduce by £62 million in 2015-2016, with a seven per cent reduction in resource and five per cent reduction in capital budgets (DCMS 2013a; 2013b). In addition, Sport England funding will be reduced by five per cent between 2015 and 2016 (DCMS 2013a), whereas UK Sport funding has been protected (DCMS 2013b).

	£ billion					
	Baseline		Plans			
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 ²
Resource DEL ¹	1.1	1.2	1.2	1.2	1.1	*
Capital DEL	0.4	0.4	0.4	0.4	0.3	0.2
Total DEL	1.5	1.6	1.6	1.5	1.4	*

¹ In this table, Resource DEL excludes depreciation.

² 2020-21 Resource DEL departmental budgets have only been set for some departments. For the rest, these budgets will be set in full at the next Spending Review.

Figure 6 - DCMS Departmental Expenditure Limits (HM Treasury 2015, p.97)

2.3 Volleyball Participation History

Sport participation data has been collected by Sport England twice per annum since 2006, via the Active People Survey (APS), which gives national, local and individual sport participation figures (Sport England 2015d). Prior to this, sport participation was measured by the Office for National Statistics, on behalf of Sport England. In November 2015, a new participation survey began, the Active Lives survey, which is due to run alongside the APS until September 2016. After which, the Active Lives survey will replace the APS as Sport England's participation survey (Sport England 2016g). The Active Lives Survey asks about sports participation, volunteering and spectating over the past 12 months, rather than the APS' 28 days (Sport England 2016h).

Sport England's online tool 'Active People Interactive' (API) allows the user to analyse sports participation according to different variables, including once a week participation and latent demand. The following sections use both APS and API data in order to view volleyball's participation history, in terms of once a week participation, participation in organised volleyball and latent demand.

2.3.1 Once a Week Participation

Participation figures from APS ten show 28,900 individuals participating in volleyball at least once per week between April 2015 and April 2016 (Sport England 2016i). Figure 7 shows peak weekly participation in APS two at 48,400 individuals, figures have since dropped to the latest figure of 28,900 a loss of 19,500 participants over eight years.

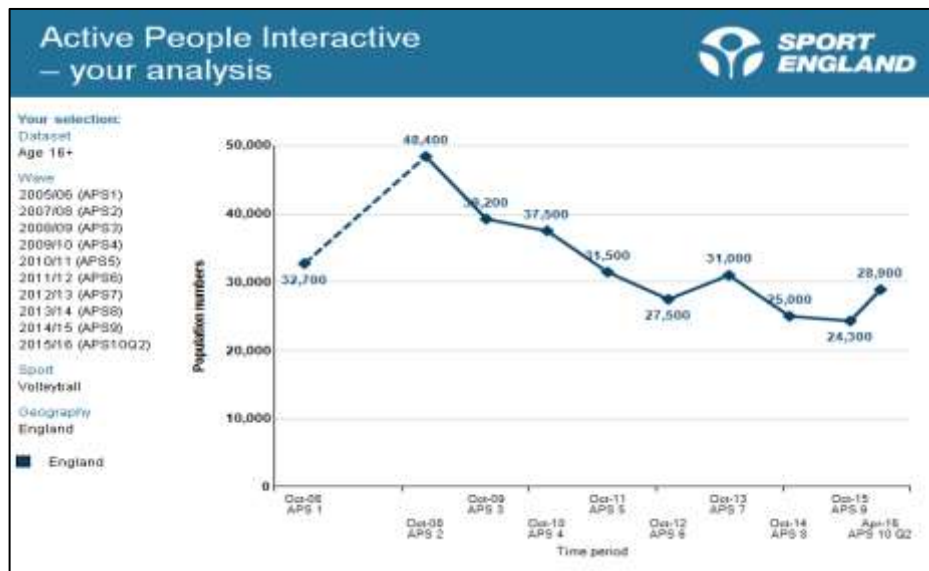


Figure 7 - Once a week participation in Volleyball since October 2006 (Sport England 2016j)

2.3.2 Participation in Organised Sport

Figure 8 shows 49.6 per cent of people are participating in organised volleyball, the second highest level of organised participation.

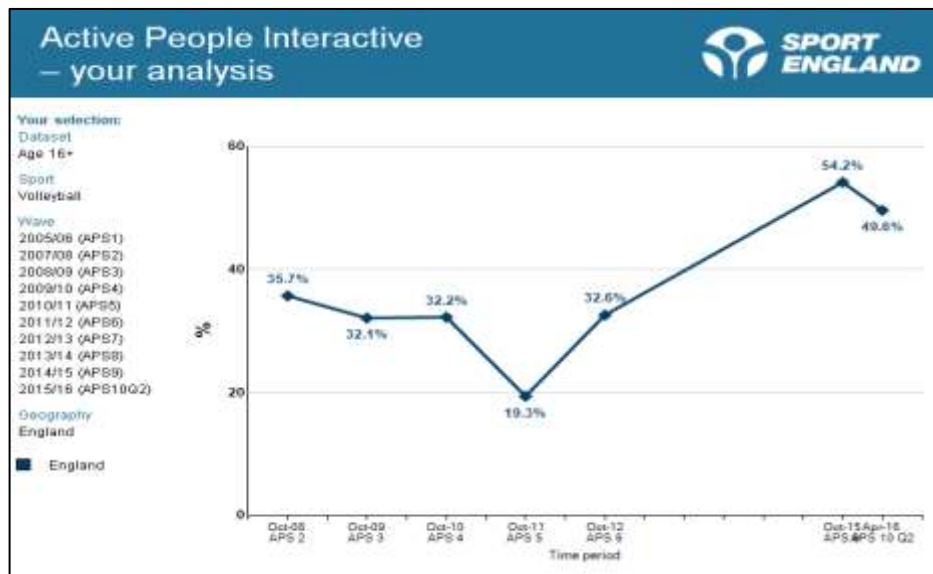


Figure 8 - Participation in Organised Volleyball since October 2008 (Sport England 2016k)

2.3.3 Latent Demand

Figure 9 demonstrates the highest demand for volleyball was in October 2009 at 0.13 per cent, this has since dropped to the most recent figure of 0.10 per cent. Data regarding latent demand is not available within recent surveys.

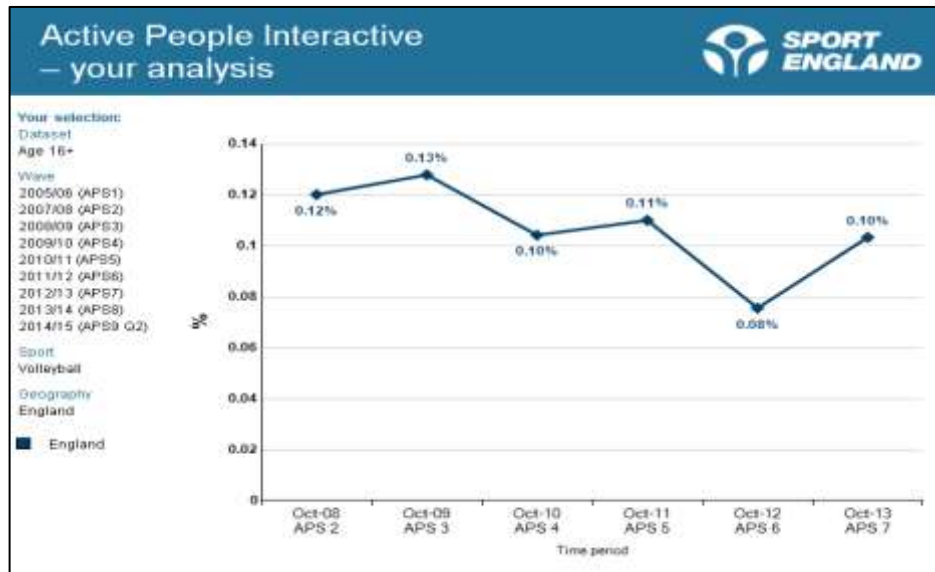


Figure 9 - Latent Demand for Volleyball, October 2008 and October 2013 (Sport England 2016)

2.4 Participation Comparison with England Basketball

As England Basketball are a similar sized NGB to Volleyball England, their participation figures can be assessed to determine which NGB is performing better with regard to participation.

2.4.1 Once a Week Participation

Participation figures released in APS ten show 139,000 individuals participate in basketball at least once per week between April 2015 and April 2016 (Sport England 2016m) compared to 28,900 volleyball participants. Figure 10 shows peak participation in basketball in APS three at 193,100, 144,700 individuals higher than the peak weekly volleyball participation. Participation figures for basketball have remained higher than volleyball over a period of ten years.

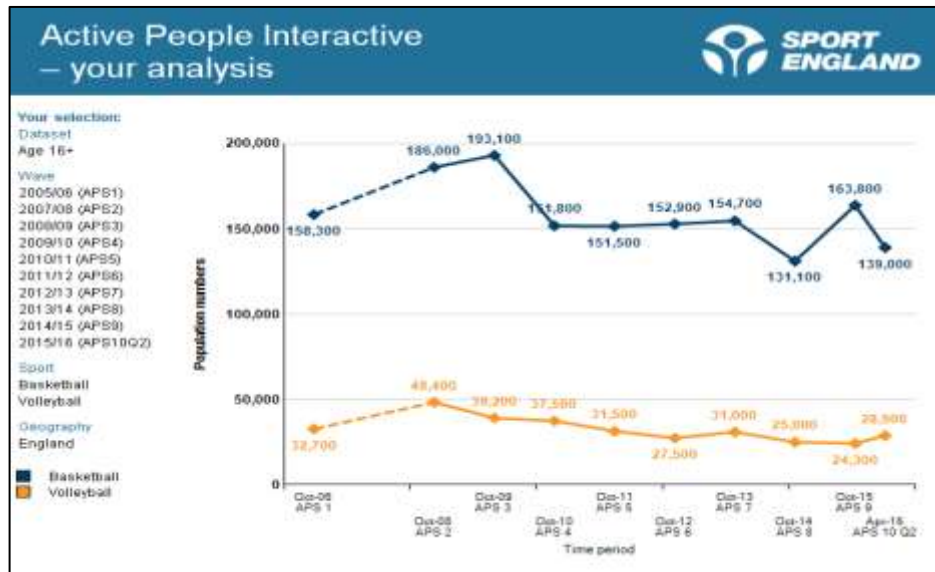


Figure 10 - Once a week participation in Basketball and Volleyball since October 2006 (Sport England 2016n)

2.4.2 Participation in Organised Sport

Figure 11 shows that 24.3 per cent of people participated in organised basketball between April 2015 and April 2016, whereas 49.6 per cent are participating in organised volleyball. Although basketball has more weekly participants, volleyball has more individuals participating in organised sporting events.

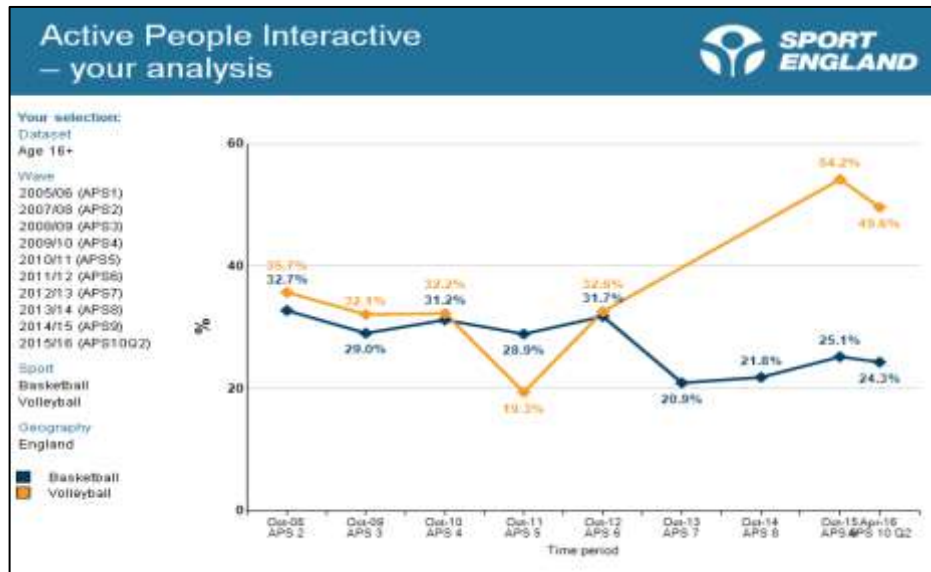


Figure 11 - Participation in Organised Basketball and Volleyball since October 2008 (Sport England 2016o)

2.4.3 Latent Demand

Figure 12 shows the highest latent demand for basketball in October 2009 at 0.59 per cent. Latent demand for basketball has been consistently higher than for volleyball; however, latent demand data is not available for volleyball within the three most recent surveys.

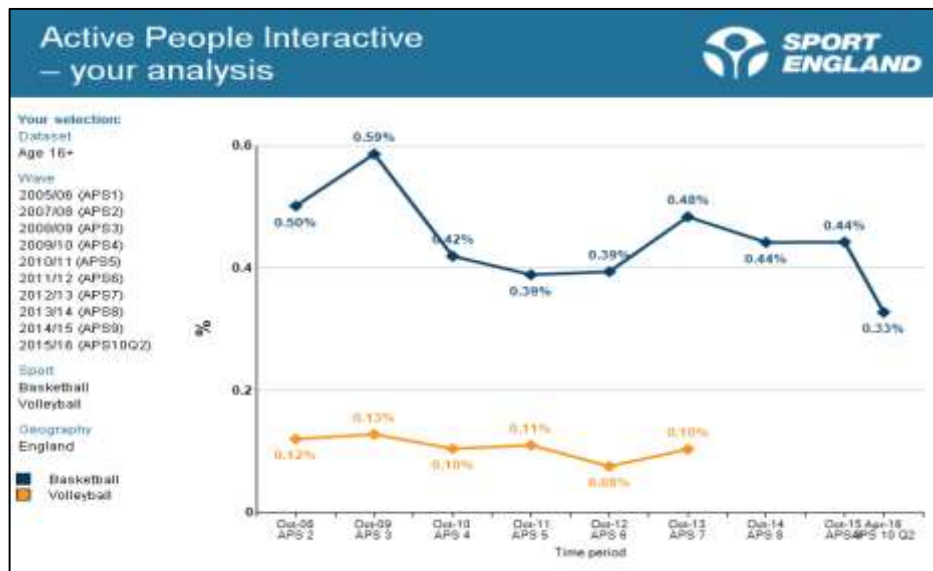


Figure 12 - Latent Demand for Basketball and Volleyball since October 2008 (Sport England 2016p)

2.5 Volleyball England's Current Plans

NGBs set participation targets within their four year WSP, which are sent to Sport England for investment. NGBs also create strategic plans, which detail future strategies and targets. Volleyball England are currently implementing their four year 2013-2017 WSP, and have created Strategy 2024 to outline a long-term future for volleyball in England.

2.5.1 2013-2017 Whole Sport Plan

Volleyball England's 2013-2017 WSP aims to have 11,060 adults (fourteen years+) participating in volleyball weekly, along with eighty satellite clubs, sixty-five Go Spike sessions and 270 further and higher education volleyball sessions. The plan involves four specific programmes, three of which specifically relate to increasing volleyball participation (Volleyball England 2013c).

2.5.1.1 Let's Play Volleyball

The concept of this programme is to increase the number of individuals participating in high quality volleyball clubs, and to provide participants with the opportunity to experience volleyball while developing their skills. The programme utilises satellite clubs, school clubs, the national curriculum, coaches and volunteers in order to achieve this goal (Volleyball England 2013c). In order to provide a quality volleyball experience and increase the number of children participating in volleyball via school-club links, the programme works in collaboration with School Sports Partnerships (SSP), County Sports Partnerships (CSP)¹ and Volleyball Relationship Managers (Volleyball England 2011b).

Through this programme, schools benefit from access to local sport coaches, increasing physical activity levels beyond the curriculum and developing young leaders and volunteers. Local volleyball clubs also benefit from this scheme by having access to facilities, junior members and the potential to increase membership figures (Volleyball England 2011b).

2.5.1.2 Student Volleyball

As the name suggests, this programme is aimed at providing opportunities for students within colleges and universities. Volleyball England promote the programme as an 'innovative' and 'exciting' way to experience the game of volleyball (Volleyball England 2013c, p.14). In 2010, the Higher

¹ SSP's includes schools working together to increase the quality and quantity of physical education and sport opportunities for young people (Ofsted 2011). CSP's are networks of local agencies, committed to increasing participation in sport and physical activity, who deliver Sport England's programmes locally (Sport England 2016q).

Educational Volleyball Officer (HEVO) Programme² was created to increase recreational volleyball levels within universities (Volleyball England 2011c). Additionally, Volleyball England provide club development support for Athletic Unions and utilises student volunteers and leaders to contribute to increasing volleyball participation levels (Volleyball England 2013c). Volleyball has been identified as one of the top five sports that students are most likely to try (Volleyball England 2011d), thus students are a significant target group in order to increase participation levels. Development of this programme can be seen in section 2.6.

2.5.1.3 Go Spike

Programme three, Go Spike, aims to overcome time and cost barriers to recreational participation by using community sessions and weekend events. The scheme has exit routes for those who wish to take their participation further, along with supporting groups who wish to run the sessions themselves (Volleyball England 2013c). Included in the programme is two weekend events per year in the Go Spike Big Weekend, which provides clubs and facilities in England with an opportunity to put on a taster volleyball event or activity. These events promote the sport and gives clubs the opportunity to gain members, supporters or volunteers (Volleyball England 2015b).

² The HEVO programme was introduced in 2010, offering students a voluntary position within their institution working alongside Volleyball England. HEVO's co-ordinate and lead the development of recreational volleyball within their institution, to encourage new participants and ensure all participants have a quality experience of volleyball. In return, HEVO's receive numerous rewards, including grants, discounted entry to the student volleyball cup, and support from Volleyball England (Volleyball England 2011c).

2.5.2 Strategy 2024

'Strategy 2024' aims to build a sustainable long-term future for volleyball in England, although this strategy does not give any specific figures for participation targets, it details eleven ambitions under the themes of 'participation', 'performance', and 'commercial and events'. Volleyball England's participation ambitions are for the sport to be played, watched or talked about by everyone; for volleyball to be firmly embedded in schools; and for volleyball to be accessible for all (Volleyball England 2015c).

Participation ambitions, detailed above, will be measured through nine success outcomes. These outcomes include volleyball being offered in at least sixty per cent of Key Stage Two settings and seventy per cent of secondary schools; volleyball being in the top five team sports in further and higher education; a twenty per cent growth in club members; and having one thousand participants with a disability (Volleyball England 2014; 2015c). In order to achieve these, Volleyball England have identified short and medium term actions; short term actions include reviewing the current offer for young people, accompanied by a medium term action to utilise insight in order to improve their offer to schools (Volleyball England 2014).

2.6 Previous Strategies Success and Current Strategies Progress

Volleyball England set five targets for what they perceived success would look like in 2013; at the end of the strategic plan, four out of five targets were met (Appendix Five). Volleyball England also set a total of nine targets in six key areas; at the end of the strategic plan five of the nine targets were achieved (Volleyball England 2013b).

Progress can be seen within Volleyball England's current 2013-2017 strategic plan, with Student Volleyball's HEVO programme already being successful. In 2015, the number of HEVO officers reached seventy-eight students in sixty-five institutions (Volleyball England 2015a). Additionally, the Go Spike programme, which was initially launched in June 2011, attracted 36,000 participants in 2013, 5,000 of these participants were classed as being regular participants (Volleyball England 2013b). The campaign continued to grow, with a forty-eight per cent growth in the number of new sessions and over fifty-eight per cent of participants being retained in each session (Volleyball England 2015a).

Progress can also be seen within 'Strategy 2024', with particular reference to volleyball being included in Key Stage Two and secondary school settings. Currently, volleyball is offered in twenty-five per cent of Key Stage Two settings, and in forty per cent of secondary schools (Volleyball England 2016b).

2.7 Motivations for and Barriers to Sports Participation

There are numerous factors which may motivate or prevent individuals from participating in sport and physical activity, which are briefly detailed below.

Motivations for participation in sport and physical activity include skill development (Allender et al, 2006), social networks or entertainment (Allender et al, 2006; So et al, 2011), health benefits, competition (So et al, 2011), having a sense of achievement and enjoyment (Allender et al, 2006). Allender et al, (2006) also identify motivations for participation among older adults, namely aged fifty and above, including health benefits, enjoyment and having strong social networks. Furthermore, Molanorouzi et al, (2015) state that motives for participation in adults differ between activity types, with motivations for exercise recreation activities

being more extrinsic, whereas, motivations for sport related activities are more intrinsic (Kilpatrick et al, 2005; Ball et al, 2014).

Russell (2014) identifies several barriers to participation, including a lack of time, loss of interest and a lack of fun or enjoyment as factors which reduced participation amongst adults who previously participated in sport. Other barriers include career or family obligations, cost (So et al, 2011), a poor social network, identity conflicts, a lack of role models or social network and negative school experiences (Allender et al, 2006). Allender et al, (2006) also identify barriers preventing participation for older adults, including having unclear guidance on participation levels and having a lack of realistic role models. There are numerous other barriers to participation, which revolve around education experiences (Coakley and White 1992; Bailey et al, 2004; Allender et al, 2006), the influence of others (Jackson 1983; Craig et al, 1999; Garcia 2015), participation opportunities (Jackson 1983; Michie et al, 2011), accessibility of facilities (Hylton and Totten 2001; Humpel et al, 2002; Koon et al, 2014) and the lack of media exposure for minority sports (Sagas et al, 2000; Coakley 2015).

The barriers affecting sport participation will be detailed more thoroughly during the discussion, where the results from this study will be discussed and compared to current literature.

Chapter 3: Methodology and Methods

This chapter details the research paradigm, methodology, methods, data analysis and participants used throughout this study.

3.1 Research Paradigm

The term paradigm refers to 'worldviews' which define the nature of the world (Guba and Lincoln 1994, p.105), and often guides researchers work (Tashakkori and Teddlie 1998). Thomas Kuhn, arguably the founding father of paradigm development, describes a paradigm as accepted examples of practice, from which coherent traditions of research can be seen. In addition, research based on shared paradigms is committed to the same rules and regulations for practice (Kuhn 1962).

Each paradigm is separated by philosophical underpinnings of ontology, epistemology and methodology (Guba and Lincoln 1994), whilst classifying differences between quantitative and qualitative methods in these ideas (Bergman 2010). Furthermore ontological and epistemological assumptions guide researcher's decisions about their adopted methodology (Bergman 2010).

3.1.1 Pragmatism

Historically, there has been a set paradigm for conducting quantitative research, and a separate paradigm for conducting qualitative research (Kuhn 1962). It was argued that quantitative and qualitative research could

not be conducted simultaneously, due to the incompatibility of the underlying paradigms of each method (Tashakkori and Teddlie 2003; Teddlie and Tashakkori 2009), and their contradictory assumptions (Burrell and Morgan 1979). This became known as the incompatibility thesis, which has since been debated by those who argue quantitative and qualitative methods can be used simultaneously. The first suggestion of compatibility came from Guba and Lincoln (1985), who made various links between positivism-quantitative and constructivism-qualitative methods. Since this, many scholars have advocated using quantitative and qualitative methods simultaneously, thus rejecting Kuhn's (1962) argument that the two are incompatible (Howe 1988; Morgan 2007).

After arguing against the incompatibility thesis, Howe (1988) theorised the first link between mixing methods and pragmatism, by embracing both viewpoints of traditional paradigms. Pragmatism is a paradigm which rises from actions, situations and consequences, concerned with applied research and practical solutions to problems (Tashakkori and Teddlie 1998; Creswell 2003; 2007; 2009; 2013; 2014). A pragmatic approach focuses on the research problem as its primary concern, assessing various research methods based on how effectively they deal with the research problem (Tashakkori and Teddlie 1998; Creswell 2007; Morgan 2007; Denscombe 2010; Creswell 2013). Tashakkori and Teddlie (1998) identify this as the 'dictatorship of the question'. Pragmatism therefore often uses multiple methods of data generation in order to best answer the research question (Creswell 2007; 2013; Creswell and Clark 2011).

Table 2 demonstrates how pragmatism combines postpositivism and constructivism in terms of its underlying elements.

Table 2 - Elements of Paradigms (Creswell and Clark 2007, p.24)

<i>Paradigm Element</i>	<i>Postpositivism</i>	<i>Constructivism</i>	<i>Pragmatism</i>
Ontology; what is the nature of reality?	Singular reality. Researchers either reject or accept hypothesis	Multiple realities. Researchers provide quotes to demonstrate various perspectives	Singular and multiple realities. Researchers both test the hypothesis and demonstrate various perspectives
Epistemology; what is the relationship between the researcher and the research?	Distance and impartiality. Researchers objectively collect data	Closeness. Researchers visit participants to collect data	Practicality. Researchers collect data in order to address the research question
Axiology; what is the role of values?	Unbiased. Researchers check to eliminate bias	Biased. Researchers discuss their biases openly	Multiple stances. Researchers hold both biased and unbiased stances
Methodology; what is the research process?	Deductive. Researchers test a theory	Inductive. Researchers build participants views into patterns, theories and generalisations	Combining. Researchers collect both qualitative and quantitative data and mix the two
Rhetoric; what is the language of the research?	Formal style. Researchers use agreed definitions of variables	Informal style. Researchers write in a literacy style	Formal or informal. Researchers may employ both styles of writing

3.1.2 Interpretivism

Interpretivism states that the social world cannot be understood by simple causal relationships or by social events forming under universal laws. Instead, human actions are based on social or cultural meanings, either through intentions, rules, motives, beliefs, discourses or values (Hammersley and Atkinson 2007). Schutz (1970) claimed that knowledge which concerns social life must be based upon meanings and knowledge of the individuals who are studied. Thus, individuals' subjective meanings are crucial within social actions (Walliman 2006), meanings which must be understood when studied.

The aim of an interpretivist researcher is to explore and understand a culture's way of life, particularly in relation to how members of the given culture understand it (Sands 2001). Interpretivist researchers acknowledge the existence of subjective meanings, reconstruct and understand them without distorting the meanings, and use their understandings for theorising (Goldkuhl 2012). Each culture is unique; therefore their constructions of meaning may vary to that of other cultures, with constructions viewed through their expression of social behaviour (Sands 2001). Interpretivism aims to reveal interpretations and meanings of actions or behaviour (Walliman 2006), through providing a means for discovering a practical understanding behind these meanings (Berg 2004). This process is completed through the researcher viewing social action as text (Berg 2004).

3.1.3 Combining Pragmatism and Interpretivism

Goldkuhl (2012) highlights how many scholars argue that researchers must adopt either an interpretivist or pragmatic approach to research. However, he argues the two can be combined through having both pragmatism and interpretivism act as base paradigms, which allows for

elements from each to be used in instrumental and supportive means. The empirical focus of pragmatism is actions and changes, whereas interpretivism focuses on socially constructed beliefs. Furthermore, in pragmatic research the role of the researcher is to engage in change, whereas interpretivist researchers aim to gain understanding (Goldkuhl 2012).

This study followed a pragmatic paradigm through having an epistemology based upon practicality, as the research methods used were chosen in order to best address, and provide practical solutions to, the research problem. Furthermore, the axiology of the research involved multiple stances, as the researcher held a biased stance for qualitative data and an unbiased stance in relation to quantitative data. Finally, the study followed a pragmatic rhetoric, as the researcher employed both formal and informal writing styles. In addition, the study followed an interpretivist paradigm, through advocating that human actions are based on social and cultural meanings. These meanings must be understood in order to produce theories relating to the research problem and to provide practical solutions to the research problem - the episteme of pragmatism.

3.1.4 The Researchers Approach

Throughout the study, pragmatism and interpretivism were used in collaboration in order for the understanding of beliefs and social action from an interpretivist stance, to be used to engage in change to action from a pragmatic stance. In other words, the understanding of participants' beliefs is to be used to change their actions in terms of increasing their volleyball participation. The researcher followed a social constructivist philosophy, as it was deemed that knowledge of how to engage in change to action – i.e. how to increase participants' volleyball participation – is socially produced. In order to understand this socially constructed knowledge, an interpretivist stance was taken. This allowed the researcher

to interpret participants' answers to questions, in order to fully understand their position and develop pragmatic and practical solutions to the 'problem' of increasing volleyball participation.

3.2 Research Methodology

Throughout the study, a grounded theory approach was utilised. Grounded theory, developed by Glaser and Strauss (1967), grounded theory allows theory to be discovered from data systematically gathered from social research (Glaser and Strauss 1967). Therefore, theory regarding a particular phenomenon emerges from the data, which is systematically gathered and analysed throughout the research process (Strauss and Corbin 1998).

Strauss and Corbin (1998) consider that at the beginning of the research process, grounded theory researchers have no fixed ideas about the nature of the setting which is to be investigated, with particular regard to ideas which could shape the focus of the research (Denscombe 2010). This allows the researcher to avoid using previous theories to make sense of their data, thus leaving the researcher open to discovering new factors of relevance to the phenomenon being studied (Denscombe 2010).

Strauss (1987) states that there cannot be set rules which govern qualitative analysis, due to the diversity of social settings, research projects and individual research styles. There can, however, be a set of general guidelines for effective analysis. Denscombe (2010, p.107) describes this as researchers having a tendency to 'adopt and adapt' grounded theory, in order to selectively use it for their own purposes. He goes on to identify the basic concepts of grounded theory, which remain constant and cannot be adapted to suit the researcher (Denscombe 2010, pp.107-109):

- Theories should be grounded in empirical research;
- Theories should be generated by systematic analysis of data;
- The selection of instances included reflects the developing nature of theory and cannot be predicted at the start of the study;
- Researchers should start with an open mind;
- Theories should be useful at a practical level and meaningful to those 'on the ground'.

Specifically, a constructivist grounded theory approach was utilised. This form of grounded theory is a contemporary revision of Glaser and Strauss' classic grounded theory, developed by Charmaz (2009). Constructivist grounded theory assumes a relative epistemology, views knowledge as being socially produced, acknowledges multiple standpoints of both research participants and the researcher, and adopts a reflexive stance toward actions, situations and participants. The aim of a constructivist grounded theorist is to get as close to empirical realities as possible, through attempting to interpret participants' beliefs, purposes, actions, and reasoning behind actions and inactions, all from their perspective. Constructivist grounded theorists therefore offer an interpretation which is dependent on their knowledge of the participants and their situations (Charmaz 2009).

The epistemology of grounded theory involves traditions of interactionism and pragmatism (Corbin and Strauss 2015), with constructivist grounded theory being rooted within the pragmatic paradigm in particular (Charmaz 2009). This strand of grounded theory assumes multiple realities, an embodied knowledge producer, searches for multiple perspectives, views the truth as conditional and adopts a problem solving approach by studying individuals' actions (Charmaz 2009).

By using a constructivist strand of grounded theory the researcher 'fosters renewal and revitalisation of the method by integrating recent methodological developments with the original classic statement of the method.' (Charmaz 2009, pp.135-136). Charmaz (2009) argues this

approach challenges the notion of creating general theories, leading towards situated knowledge and moving grounded theory further towards interpretive social science. Moreover, constructivist grounded theory takes the researcher deep into the phenomenon being studied, without isolating it from its social locations - something which allows for more intimate knowledge of the phenomenon being studied.

Denscombe (2010) highlights several advantages of using a grounded theory approach, with grounded theory being suited for small-scale research; a recognised rationale for qualitative research; adaptable; pragmatic; uses systematic data analysis; develops theories; and provides explanations grounded in reality. In addition, Strauss and Corbin (1998) argue that theory which is derived from data is more likely to resemble the 'reality' of the phenomenon being studied. Furthermore, they add that as theory is drawn from data, grounded theory research is likely to offer insight, enhance understanding and provide meaningful guide to action.

This study followed the basic concepts of grounded theory, as identified by Denscombe (2010, pp.107-109), particularly the concept relating to theories being useful at a practical level and meaningful to those 'on the ground'. This concept can be linked with the pragmatic research paradigm, as pragmatism is concerned with practical solutions to problems (Tashakkori and Teddlie 1998; Creswell 2003; 2007; 2009; 2013; 2014).

As pragmatic research often utilises multiple methods of data generation in order to best answer the research question (Creswell 2007; 2013; Creswell and Clark 2011), the grounded theory methodology has been adapted for this study in order to accommodate for the various data collection methods used throughout the study. Strauss (1987) stated that using very diverse materials provides indispensable data for social research, therefore, this study utilised diverse methods of data collection in order to gather indispensable data for the research topic.

Further detail regarding how this study followed a grounded theory methodology is discussed within sections 3.4 and 3.5.

3.3 Research Methods

Before any data collection took place, a research proposal was sent to the University of Bedfordshire in January 2015 as part of the Universities research process. Ethical approval was granted in February 2015 (Appendix Six).

The study utilised five different data collection methods, in order to provide the deeper understanding of the phenomenon being studied (Strauss 1987). Additionally, Charmaz (2009) highlights how data collection methods within constructivist grounded theory flow from the research question, resulting in methodological eclecticism being brought into the study.

There are many advantages to using multiple data collection methods. Firstly, by using multiple data collection methods, weaknesses within one method are cancelled out by the strengths from the others (Creswell 2003; Creswell and Clark 2007; Denscombe 2010; 2014). Secondly, sampling can be aided as participants from one method could be used in another (Denscombe 2010; 2014). Thirdly, stronger conclusions can be made regarding the researched phenomena (Tashakkori and Teddlie 2003). Finally, triangulation can be achieved as multiple methods of data collection are used to measure a single concept (Berg 2009). Neuman (2014) argues we learn more by observing from multiple perspectives than by looking from one perspective. The more extensive the triangulation, the more confident a researcher can be about their findings (Payne and Payne 2004). Triangulation results in a greater validity of research, whereby data reflects the truth, reality and covers crucial matters (Berg 2009).

3.3.1 Online Questionnaire

The first stage of data collection was an online questionnaire, which involved designing a survey using software provided by an organisation who host the survey and makes it available to the public (Denscombe 2014). Specifically, the online questionnaire was created using the survey site Survey Monkey³, using Volleyball England's (2015d) Go Spike questionnaire as a template.

The questionnaire was distributed to Volleyball England's casual/recreational database via email, thus using a server-side approach as it was built on a website with the website link being emailed to potential respondents (Punch 2014). Emails were personalised by addressing possible respondents by name, a factor which Dillman et al, (2014) argues establishes a connection between the researcher and participant, thus possibly increasing response rates. The questionnaire was also distributed using social media, for example Facebook and Twitter, in order to gather a wider audience. Social networks were used by sixty-one per cent of adults in 2015, seventy-nine per cent of which accessed these networks every day (Office for National Statistics 2015).

The questionnaire (Appendix Seven) was available for completion for four weeks, and involved questions which were primarily nominal variables, as responses took a categorical form. This allowed the researcher to add up the number of responses from each category and analyse the findings (Balnaves and Caputi 2001).

³ Survey Monkey is an online survey site which allows the user to create and distribute surveys. The user builds a questionnaire with the help of over 15 question types, for example rating scales, multiple choice questions and comment boxes. Once the questions have been made, the user can customise the survey by using a logo and changing the appearance of the survey. When the survey has been created, the user can send out a URL to their survey for anyone to answer. Survey Monkey also provides real time responses and gives the user a snapshot of their results, the user also has the option of exporting the results to other applications, such as Microsoft Excel and SPSS (Survey Monkey 2016).

The questionnaire included both closed and open questions; closed questions require the participant to choose from a choice of answers, whereas open questions allow the participant to answer freely (Walliman 2006). By using closed questions, participants could answer questions quickly, however, answers cannot be qualified by participants and the range of answers given to the participant is limited (Walliman 2006; Denscombe 2010; Neuman 2014). Closed questions were used in the format of multiple choice answers, where participants ticked the response(s) which applied to them. Through using open questions, the limitations of closed questions are eliminated, as participants could qualify answers and were able to express themselves without having to choose an answer. However, open questions are more time consuming to complete and rely on the researcher interpretation (Walliman 2006; Denscombe 2010; Neuman 2014). Open questions were used when participants selected the 'other' option on certain questions and took the form of text boxes.

Before participants were able to begin the questionnaire, an information document was shown (Appendix Eight). Participants had to declare they had read and understood the information they were given, along with giving their consent to participate. Consent was obtained via participants ticking a box stating they agreed to participate (Appendix Eight). If participants did not give their consent, they were directed to the end of the questionnaire and no information was collected from them.

There are several benefits to using online questionnaires; firstly, eighty-nine per cent of households in Great Britain have access to the internet, with eighty-two per cent of adults accessing the internet either every day or almost every day (Office for National Statistics 2016). Secondly, individuals are increasingly using mobile devices to access the internet, resulting in an increased access to online surveys (Dillman et al, 2014). Thirdly, it is possible to gather a large number of respondents quickly, as the internet expands audiences of the questionnaire (Sue and Ritter

2007). Fourthly, online questionnaires are a fast and inexpensive method (Frankfort-Nachmias and Nachmias 2000; Denscombe 2010; Bryman 2012; Neuman 2014), with the time between questionnaire distribution and receiving responses being shortened compared to postal questionnaires (Denscombe 2010). Fifthly, as the participant is completing the questionnaire without a researcher present, there is no researcher bias (Sue and Ritter 2007) and responses may be more honest (Fowler 2014). Sixthly, using software provided by an online survey site gives the researcher a wider range of options, both in terms of appearance and ordering of questions (Bryman 2016). Finally, electronic data collection methods can gain similar or greater response rates as the more traditional mail method (Baruch and Holtom 2008).

However, as there is no researcher present when the questionnaire is being completed, there is no opportunity for probing of participants responses (Fowler 2014). This weakness was limited by combining the online questionnaire with telephone interviews, which did allow for probing of participants. Furthermore, online questionnaires rely on participants finding and completing them (Long 2013), resulting in response rates possibly still being low (Frankfort-Nachmias and Nachmias 2000; Payne and Payne 2004; Denscombe 2010; Bryman 2012). This weakness was lowered through advertising the questionnaire as much as possible, in order to increase the likelihood of people finding and completing the questionnaire.

3.3.2 Interviews

An interview is a conversation with a purpose, specifically to gather information from the participant (Berg 2004), which enhances the researcher's knowledge of how individuals understand aspects of their lives (Long 2013). Interviews also allow the researcher to gather information which may be difficult to obtain through other methods, for

example participants often describe events and opinions regarding a topic within interviews (Hammersley and Atkinson 1995).

The second stage of data collection involved telephone interviews with a selection of participants who agreed to be contacted within the online survey. Before the interviews commenced, an email was sent to selected participants explaining they had been chosen for an interview (Appendix Nine), along with an attached information letter (Appendix Ten). The email also asked for the participant to state they consented to participating in the interview, and to provide a day and time which would be most suitable for them to be contacted. Once confirmed, the researcher sent a reminder email at least forty-eight hours before the scheduled interview. Participants were asked if they had any questions regarding the study and gave their consent to participate verbally before the interview commenced.

Telephone interviews can be quicker to complete than face-to-face interviews (Walliman 2006; Berg 2009; Denscombe 2010), while still generating in-depth data (Frankfort-Nachmias and Nachmias 2000; Denscombe 2010). Additionally, social cues in participants' voice can be used as an extra form of data, which can be replayed as telephone interviews can be recorded for later analysis (Opdenakker 2006). However, telephone interviews can be time consuming and difficult to code (Denscombe 2010). This was overcome by the researcher conducting the interviews early in the research process and analysing the transcripts methodically and continuously.

In addition to telephone interviews, face-to-face interviews were conducted with members of staff at Volleyball England. The purpose was to gain a viewpoint from a National Governing Body of why insight is important in increasing participation. As with the telephone interviews, before the interview commenced participants were shown an information letter explaining why they had been selected for the interview and what the interview would include (Appendix Eleven). Participants were then asked to complete an informed consent form (Appendix Twelve), were asked if

they had any questions regarding the interview and gave their consent to participate verbally before the interview commenced.

Opdenakker (2006) highlights several benefits of face-to-face interviews; firstly, they allow the researcher to use social cues to gain extra information from the participant. Secondly, there is no significant time delay between questions being asked and responses being given, meaning a more spontaneous and honest answer. Thirdly, Neuman (2014) argues that face-to-face interviews have higher response rates than telephone interviews. However, face-to-face interviews often incur higher travel costs and have the highest level of interviewer bias (Neuman 2014). To combat these limitations, the researcher made travel arrangements prior to the interviews taking place, and did not ask questions that may have produced socially desirable answers.

All interviews took a semi-structured format, with the interview containing structured and unstructured sections (Walliman 2006). This interview format involves the researcher having a clear idea of the issues to be addressed, however is flexible with regard to the order of the questions (Denscombe 2014). This also allows the participant to be probed to speak in more depth on the topics raised by the researcher (Denscombe 2014), as well as allowing changes to be made during data collection (Denscombe 2010). Additionally, as the interviews were pre-arranged with participants, response rates are more likely to be increased (Frankfort-Nachmias and Nachmias 2000; Denscombe 2010). The interview was also recorded in order for later transcription and analysis, this allows the researcher to concentrate on getting as much information as possible, as they are not distracted with writing notes on what is said (Neuman 2014).

3.3.3 Email Questionnaire

In order to gather more in-depth data regarding participant barriers to participation and possible solutions to overcome these barriers, an email questionnaire was sent to a selection of participants who agreed to be contacted within the online survey. This method was also used as the telephone interviews only yielded a forty per cent response rate.

Selected participants were emailed stating why they had been chosen to participate (Appendix Thirteen), with an information letter attached to the email detailing what the data collection method involved (Appendix Fourteen). The email stated that participants gave their informed consent to participate in the study by replying to the email and answering the given questions.

Email questionnaires have similar advantages and disadvantages to online questionnaires, as mentioned in section 3.3.2. However, email questionnaires have the questions either embedded or attached to the email. The former refers to the questions being found in the body of the email, and the latter involves the questions being attached in a separate document (Bryman 2016). This study used an embedded method, as questions are easier to access and reply to (Michaelidou and Dibb 2006; Bryman 2016), and often yield a significantly higher response rate than an attached method (Dommeyer and Moriarty 2000). Furthermore, email questionnaires have the added disadvantage that protecting participant privacy could be an issue (Neuman 2014). Participant privacy was taken very seriously throughout this study, with original emails being deleted to ensure participant privacy was upheld.

3.3.4 Document Analysis

The use of documents in social research has often been neglected, with more conventional research methods - for example experiments, observations, interviews and surveys - being more popular (Punch 2014). Document analysis is a form of social inquiry which uses documents as a source of data (Denscombe 2014), and involves using a systematic procedure to review and analyse the documents (Bowen 2009). Bowen (2009) argues that document analysis requires documents to be examined and interpreted in order to produce meaning, advance understanding and develop empirical knowledge, during which data is organised into major themes, categories and case examples through content analysis.

Bowen (2009) highlights various uses of documents within research:

- Researchers are provided with data in the context within which participants operate;
- Researchers are provided with additional research data;
- Provides a means for tracking change and development within a phenomenon;
- Production of questions which can be asked in later data collection;
- Verification or corroboration of findings from other data collection methods.

Denscombe (2014) adds that documents act as a permanent record of information which can be used as evidence within social research.

However, it is important to consider a sources authenticity, representativeness, meaning and credibility before selecting the document for analysis (Denscombe 2010; 2014).

There are several benefits of using documents within research, firstly, it is an efficient and cost effective method and documents are readily available and provide stable coverage of events (Bowen 2009). Secondly, as there

are no participants in document analysis, there is no obtrusiveness or ethical concerns regarding participants (Bowen 2009). Thirdly, documents are a naturally occurring data source, which details activities without being dependent on the researcher (Silverman 2014). Finally, the evaluation of documents is particularly advantageous when combined with more traditional data collection methods, thus resulting in triangulation between data sets (McNeill and Chapman 2005).

However, using documents can result in low retrievability of used documents, insufficient detail as the original document was created for a different purpose, and a bias selection of sources (Bowen 2009). These weaknesses were combatted through the researcher saving used documents, carefully analysing documents to gain as much detail as possible, and being unbiased when selecting sources. Additionally, data retrieved from the documents is subject to researcher interpretation (Denscombe 2010; 2014). This was limited by the researcher using direct quotes from the used documents, rather than interpreting the information in the source.

This study specifically utilised public documents produced by central Government (Payne and Payne 2004), along with other relevant documents published by organisations affiliated to the Government, such as Sport England. This aimed to provide additional research data surrounding the importance of insight to National Governing Bodies. Furthermore, this method allows for the researcher to track change and development within a particular phenomenon (Bowen 2009), specifically the use of insight within increasing sport participation. This method was used alongside face-to-face interviews, in order to produce triangulation of results surrounding the importance of insight to National Governing Bodies.

3.4 Data Analysis

Data has been analysed following grounded theory methodology, which argues that analysis is based on the principle that theory at various general levels is indispensable for deeper knowledge of social phenomena (Strauss 1987). The focus of analysis in grounded theory is to organise the vast amount of ideas which emerge from data analysis (Strauss 1987). Specifically, for constructivist grounded theory, analysis focuses on interpreting data through the emerging concepts and comparing the emergent themes (Charmaz 2009).

3.4.1 Analysis of Online Questionnaire

In this study, quantitative data was analysed using Microsoft Excel. Questionnaire responses were put into Microsoft Excel in order for response counts to be determined, and for a visual representation of the data to be created.

3.4.2 Analysis of Interviews and Email Questionnaire

In this study, qualitative data gathered during interviews and email questionnaires was analysed using coding; grouping text into categories of information and identifying them according to a coding system (Hammersley and Atkinson 2007; Creswell 2013). Codes are labels which allocate units of meaning to information gathered during data collection, which link data to ideas or concepts (Basit 2003). Codes can be grouped into broader themes, which are later grouped into larger perspectives (Creswell and Clark 2007; 2011). Seidel and Keele (1995, cited in Basit 2003) state the role of coding is to notice relevant phenomena, collect

examples of that phenomenon, and analyse the phenomena to find similarities, differences, patterns and structures.

Strauss (1987) argued qualitative data should be reviewed on three occasions, each time being coded in a different way. Firstly, data is analysed using open coding, where general themes are located and assigned initial codes. This is a first attempt to condense the data into specific categories. Secondly, data is analysed using axial coding, where codes are organised and linked to discover key analytic categories. During this coding, more focus is put on the coded themes than the raw data. Thirdly, data is analysed using selective coding, where codes are examined to identify and select data which illustrates the developed coding categories. These coding steps were adhered to throughout qualitative data analysis of telephone interviews and email questionnaires.

During open coding, general barriers and suggestions to increase participation were identified (see example in Appendix Fifteen). Initial codes were then assigned to the relevant data. For the axial coding process, established codes for the barriers to and suggestions to increase participation were developed from the raw data and initial codes identified during open coding. This was completed separately for the telephone interview and email questionnaire data, (see example in Appendix Sixteen). The codes established during this process are outlined in Table 3.

Table 3 - Codes Established During Axial Coding

Barriers	Suggested Solutions
Cultural	Inter-Personal Factors
Logistics	Facilities, Equipment and Clubs
Opportunities	Education Experiences
Personal Factors	Sport Promotion and Media
Inter-Personal Factors	Financial Commitment
Facilities, Equipment and Clubs	Session Programming
Education Experiences	
Sport Promotion and Media	

During selective coding (see example in Appendix Seventeen), the above coding categories were used to identify data which illustrated the established categories. The general barriers and suggestions to increase participation identified during open coding were used to aid this process.

Interviews with Volleyball England staff were analysed using a more general coding method, simply via grouping text into categories of information and identifying them according to a coding system (Hammersley and Atkinson 2007; Creswell 2013). Specifically, data was coded based on the questions asked during the interview, which revolved around participants' opinion on the importance of insight for Volleyball England; how insight has aided increasing participation in volleyball; and participants' understanding of the importance of insight in the eyes of the Government and the DCMS. This allowed the researcher to identify relevant information in relation to the questions asked during the interview. For a coded example of an interview with Volleyball England staff, see Appendix Eighteen.

3.4.3 Documentary Analysis

Selected documents were analysed using content analysis; a systematic examination and interpretation of a body of material with the aim of identifying patterns, themes, biases and meanings (Patton 2002; Berg 2009). This systematic examination aims to make valid inferences from the text (Weber 1990). This enabled the researcher to interpret the documents in terms of the research questions, which in turn allowed for an advanced understanding and empirical knowledge surrounding the research questions. For an exemplar analysed document, see Appendix Nineteen.

3.5 Sample and Sampling Method

The sampling techniques used throughout the study followed techniques within grounded theory, as grounded theory researchers start their investigation by concentrating on a particular group which is relevant to the phenomenon being studied (Denscombe 2010). This was completed through collecting data via the online questionnaire. Following this, groups were selected according to the process of theoretical sampling; where participants are selected based on what they can contribute to the research (Denscombe 2010). This was completed for all remaining data collection methods.

Details of the sample, including sample characteristics and size, could not be determined at the beginning of the study, as the sample emerged from the theory generated from the data – a key element of grounded theory (Denscombe 2010).

The sampling techniques deployed along with the samples, which emerged from the data, are detailed below for each data collection method.

3.5.1 Online Questionnaire

The questionnaire was sent out to a total of 1626 individuals from Volleyball England's database, along with being shared on social media networks a total of forty-six times over the course of four weeks. In total, 254 participants completed the online survey, however only 244 responses could be used, due to ten respondents using a postcode from outside England.

The sampling method used was a non-probability sampling method, as participants were not randomly selected (Walliman 2006). Specifically,

convenience and snowball sampling methods were used. Convenience sampling involves using participants which are immediately available (Walliman 2006; Berg 2009), and which suit the convenience of the researcher (Denscombe 2010). This method was used to gain participants from the Volleyball England database. Snowball sampling involves the researcher contacting initial participants, who then introduce the researcher to others (Walliman 2006; Berg 2009; Denscombe 2010; Neuman 2014). This method was specifically used in relation to social networking, as participants and Volleyball England were asked to share information about the questionnaire, which potentially reached additional participants.

3.5.2 Interviews

A total of 108 questionnaire respondents agreed to be contacted for further questioning. The sampling method used to select participants for the telephone interviews was a probability sampling method, as each sample in the population had an equal probability of being selected (Denscombe 2010; Neuman 2014). Specifically, a systematic sampling method was used, as participants were selected in a predetermined system, for example every n th case (Walliman 2006; Berg 2009; Denscombe 2010; Neuman 2014).

For this method, every tenth case was selected and emailed inviting them to participate in the telephone interview; with five respondents agreeing to participate in the interview. However, one participant was unavailable when contacted, resulting in four telephone interviews being completed over the course of three days. Table 4 gives a description of the telephone interview participants, no participants considered themselves to have a disability.

Table 4 – Telephone Interview Research Participants

Participant	Characteristics
Emma	Female, aged 18-21, White British, Student/In Full Time Education, Doesn't Currently Play Volleyball
Jack	Male, aged 18-21, White British, Student/In Full Time Education, Currently Plays Volleyball 2-3 Times Per Week
Ruth	Female, aged 36-45, White British, Employed Full Time, Currently Plays Volleyball 2-3 Times Per Week
Vanessa	Female, aged 18-21, White British, Student/In Full Time Education, Doesn't Currently Play Volleyball

For the face-to-face interviews, a purposive sampling method was utilised. This particular method was used as the participants were chosen based on their relevance to the issue being investigated (Denscombe 2014; Bryman 2016), along with their knowledge and experience about the research topic (Creswell and Clark 2007; 2011; Denscombe 2014). Specifically, two members of staff at Volleyball England were chosen due to their experience and knowledge of working within a National Governing Body and their subsequent knowledge regarding the importance of insight to National Governing Bodies. Both participants were given pseudonyms, specifically 'Ryan' and 'Sophie'.

3.5.3 Email Questionnaire

The email questionnaire used a purposive sampling method, where participants were selected based on their relevance to the issue being investigated (Denscombe 2014; Bryman 2016).

The sample for this method did not include those who had completed, or been contacted for, a telephone interview, or those who currently participate in volleyball. Therefore, the email questionnaire was sent out to thirty-six participants, obtaining twenty-five responses. Table 5 below gives a description of the email questionnaire research participants, no participants considered themselves to have a disability.

Table 5 - Email Questionnaire Research Participants

Participant	Characteristics
Annie	Female, age 18-21, White British, Student, Employed Part Time
Charlotte	Female, age 36-45, White British, Employed Full Time
Danielle	Female, age 46-50, White British, Employed Full Time
Denise	Female, age 18-21, Mixed Other, Student
Elaine	Female, age 55+, White British, Retired
Faith	Female, age 22-25, White British Employed Part Time
Heather	Female, age 18-21, White British, Employed Full Time
Jake	Male, age 45-50, White British, Employed Full Time
Jane	Female, age 55+, White British, Retired
Kirsty	Female, age 22-25, White British, Student
Lee	Male, age 51-54, White British, Other (Company Director)
Liam	Male, age 22-25, White British, Employed Full Time
Lisa	Female, age 18-21, White British, Student
Lucas	Male, age 26-30, White British, Employed Full Time
Maria	Female, age 36-45, White British, Employed Full Time
Mark	Male, age 46-50, White British, Employed Full Time
Martin	Male, age 22-25, White British, Employed Full Time
Nathan	Male, age 55+, White British, Retired
Richard	Male, age 55+, White British, Other (Carpenter)
Sarah	Female, age 22-25, White British, Employed Full Time
Sean	Male, age 18-21, White British, Student
Sharon	Female, age 18-21, White British, Employed Part Time
Stacey	Female, age 51-54, White British, Retired
Tina	Female, age 18-21, White British, Employed Full Time

3.5.4 Document Analysis

The document analysis used key documents relating to National Governing Bodies, Sport England, the Department for Culture Media and Sport and the Government, mainly from 2012 to 2016 – which covers the 2013-2017 Whole Sport Plans. Other key documents and sources were used if considered relevant. A total of nine documents were used for this data collection method.

Chapter 4: Results

This chapter presents results from the five sources of data generated by this study; online questionnaires (n=244), semi-structured telephone interviews (n=four), email questionnaire (n=twenty-five), semi-structured interviews with Volleyball England staff (n=two) and documentary analysis of relevant sources (n=eight).

The responses to the distributed questionnaire are displayed graphically, with response counts being shown. It is worthwhile to highlight that SPSS has not been used to statistically analyse this data, therefore statistical significance and correlations cannot be determined. This will be discussed later as a limitation to the study. In addition, the responses of the three online questionnaire participants who are currently injured have not been included in the figures showing liked aspects of volleyball, barriers to participation, and participants' suggested solutions to overcome participation barriers. This is due to the assumption that once injured participants have recovered, they will continue their participation in volleyball. Therefore, a comparison between those who currently play and those who do not currently play – and are not injured – has been chosen. Both telephone and face-to-face interviews, email questionnaire and document analysis data is shown as a mixture of direct quotations and researcher interpretation.

The results are presented below in relation to each sub-research question, which have emerged during data analysis. All forms of data collection have been used where possible, in order to allow for triangulation.

4.1 Why is insight important for Volleyball England?

Using insight became of paramount importance to National Governing bodies (NGBs) after the publication of 'Game Plan' in 2002 (DCMS 2002), which prompted a change to how funding would be allocated to NGBs. The policy argued the sport system needed to be professionalised due to inefficiency in four key areas:

'...funding arrangements are complex; operational costs are high; monitoring and evaluation is weak; and there is little use of reward or sanction.' (DCMS 2002, p.167)

To combat these issues, the DCMS (2002) proposed that Sport England should be driven by an overall investment strategy, with a clear investment process. Specifically for NGBs, the DCMS recommended funding agreements should be based on clear outcome focused performance targets, covering grassroots to elite level sport within one plan - now known as a Whole Sport Plan (WSP). Furthermore, it was suggested that Sport England develop clear standards against which NGBs plans would be measured, with suitable and sustained investment given to implement the WSP. Moreover, the performance targets set within each WSP were monitored and evaluated against the outcomes at the end of the plan's cycle, with NGBs to be held accountable for meeting these targets:

'If criteria are not met, then the relevant sports council should provide expertise to help it reform, funding only minimal, essential programmes on a ring-fenced basis. Likewise, those NGBs with suitable governance and performance systems should be given greater flexibility to manage and implement their plans.' (DCMS 2002, pp.138-139)

‘Monitoring and evaluation: of outcomes against targets, with suitable reward/sanction according to performance’ (DCMS 2002, p.174)

Although using insight to aid achieving targets set within WSPs was not specifically mentioned in the ‘Game Plan’ policy, it was the first step towards an increased emphasis on utilising insight in order to meet targets and sustain funding arrangements.

Interest in utilising insight significantly increased in 2012, when Sport England released their 2013-2017 WSP investment guide (Sport England 2012a). The guide included an assessment framework, which outlined how NGB applications would be assessed. One of the key criteria, ‘strength of plan’, included an assessment criteria of ‘use of insight’, accounting for seven and a half per cent of the assessment framework. The criteria was described as:

‘The extent to which the NGB has drawn on its market knowledge, customer insight and experience in 09-13 to develop the plan.’
(Sport England 2012a, p.12).

Sport England also asked that NGBs ensured that their WSPs demonstrated an understanding of the market of their sport; evidence that customer insight had been developed in response to learning from 2009 to 2013 investment; and how market insight and understanding had shaped their WSP strategies, targets and performance management. Sport England reaffirmed their interest in NGBs using insight within their 2014 document entitled ‘The Building Blocks of High Performing NGBs’ (Sport England 2014). The document comprises a framework of six factors for NGBs to follow in order to become successful, four of which involve

utilising research and insight:

'Execution; Holistic approach and attitude... insight-based planning'

'Partnerships; network of engaged partners...go-to place for insight about the sport'

'Customers; understanding and use of insight...creates actionable insights about target customers' needs, influences and behaviours...uses insight to create compelling products/services for each target customer group'

'Responsiveness; continuous review and response...gathers, disseminates and responds to customer, partner and workforce feedback'

More recently, the Government have advocated using insight within their most recent sport policy 'Sporting Future: A New Strategy for an Active Nation' (HM Government 2015). The policy explains how:

'Fundamental to the success of this strategy is the principle that funding decisions relating to engagement in sport should be based only on how to best meet the needs of the customer. Sport must become more demand-led, recognising the different motivations, attitudes and lifestyles of its potential customer base.' (HM Government 2015, p.20)

In addition, the policy stated how 'behavioural insights...will be at the heart of the new approach to delivering sport and physical activity' (HM Government 2015, p.20), thus demonstrating the Government's commitment to insight for participation. Furthermore, the importance of

action based on insight and evidence of what works was discussed, with the policy outlining how using insight has been effective in increasing participation:

‘Where organisations and sports have understood and responded to customers’ demands, through evidence based actions, the number of people engaging in those sports has grown...However, where organisations or sports have failed to understand what customers want and need, the number of people taking part has fallen.’ (HM Government 2015, p.20)

The Government’s promotion of insight based planning has now been reiterated within Sport England’s new sport strategy, ‘Towards an Active Nation: Strategy 2016-2021’ (Sport England 2016b). Detailed within the strategy are targets, insight and evaluation, which states that ‘three things will be needed to underpin every investment programme in this strategy: clear objectives, excellent insight and thorough evaluation’ (Sport England 2016b, p.41). Sport England concur with the Government that funding decisions should be based on how to best meet the needs of the customer.

Sport England have indicated that insight will be put at the centre of their work, with different audiences’ needs and wishes needing to be understood in order to change their behaviour (Sport England 2016b). This has been further reiterated in their 2016 Annual Report, stating that:

‘Successful behaviour changes programmes start with understanding what lies beneath. Insight is key.’ (Sport England 2016h, p.12)

Within the policy, Sport England provide an example of how insight has been used to shape programmes with the 'This Girl Can Campaign', which utilised insight into barriers to getting active faced by women across the country (Sport England 2016b). The campaign has already inspired 2.8 million women aged fourteen to forty to increase their level of sport and physical activity participation (Sport England 2016r). Sport England's commitment to insight has been shown through the organisation ensuring they will:

'Commission research to fill gaps in our understanding of key audiences and work collaboratively with the sector to develop the insights and solutions it unlocks' (Sport England 2016b, p.41).

Utilising insight also features in Sport England's (2016c) latest investment guide for NGBs. Although NGBs will not be held as accountable for meeting participation targets set within their plans, Sport England still reiterate the importance of using insight to understand the customer, with 'understanding the core market' accounting for fifteen per cent of the assessment criteria. Sport England have also stated the need to understand customers in order to access public investment, as seen below:

'To access public investment you will need to demonstrate how you can improve the resilience of your customers and reduce the risk of them dropping out of sport and physical activity altogether.' (Sport England 2016c, p.8)

The importance of using research and insight is also prominent with Volleyball England, as Ryan stated how:

‘...insight and understanding of our participants is absolutely crucial, err and it has been reiterated time and time again from Sport England that we need to have a really good, deep, thorough understanding of our participants, who they are, what they do, what other sport they play, what are the barriers to...play, what can we do to decrease those barriers.’ (Ryan, Volleyball England staff)

In addition, Sophie discussed how insight shapes volleyball initiatives and programmes:

‘So we need that insight to really shape our market so we know any product development of initiative or programmes, we know that they’re definitely going to work with that target market that we’re looking to deal with... because we know that from insight, that’s exactly what the target market are looking for.’ (Sophie, Volleyball England staff)

When asked to provide an example of where using insight has helped to increase participation, Sophie gave the example of an increased club engagement in relation to the Go Spike initiative. Whereas Ryan gave the example of the increase in participation around Volleyball England’s HEVO Programme:

‘...finding out from the... current participants, what really motivates them, what they like about err the programme... what err could... be changed...the proof err has been a dramatic rise in the number of university based recreational participants...we’ve gone from around 3000 two years ago, to getting near 7000 in a short space of time...’ (Ryan, Volleyball England staff)

Furthermore, both Ryan and Sophie show a deep understanding about research and insight in relation to recent sport policies by HM Government (2015) and sport strategy by Sport England (2016b). Ryan discusses insight in relation to the behaviour change model, whereas Sophie focuses more on Volleyball England's investment bid:

'It is... widely stated throughout the... Government Sporting Futures document, the Sport England err towards an active nation strategy and also recently the Sport England investment guide... that all of those documents... refer back to insight and deep understanding of your participants and getting to know how you can err move them down the behaviour change model, from contemplation or pre-contemplation down to... maintenance or long term activity' (Ryan, Volleyball England staff)

'...so certainly into the next investment bids... its [insight] is absolutely huge because they are saying to us all about knowing your customer... So if we looked about our investment bid and we can't prove that our customers will want to definitely be part of that product of initiative... And all of Sport England want to know that throughout all of that, that we understand what the insight is that's needed... to make sure we know our customers.' (Sophie, Volleyball England staff)

Moreover, both Ryan and Sophie believe that the use of insight has gained much greater importance in recent years, with Ryan stating how:

'...use of insight and research probably started to gain greater err importance three to five years ago... probably in... the wake of London 2012, probably with all the discussions about legacy, inspiring a generation... making sure that there is hard data to help

with the... those goals of basically getting more people active.’
(Ryan, Volleyball England staff)

4.2 How do people participate in volleyball and what are their perceptions on the sport?

Of those who completed the online questionnaire, the majority of participants were female (n=131), aged eighteen to twenty-one (n=seventy-seven), White British (n=161), students or in full time education (n=108), did not consider themselves to have a disability (n=240) and were located in the East Midlands region of England. For a full breakdown of respondent characteristics see Appendix Twenty.

123 of online questionnaire participants stated they currently participate in volleyball, with specific participation rates shown in Figure 13.

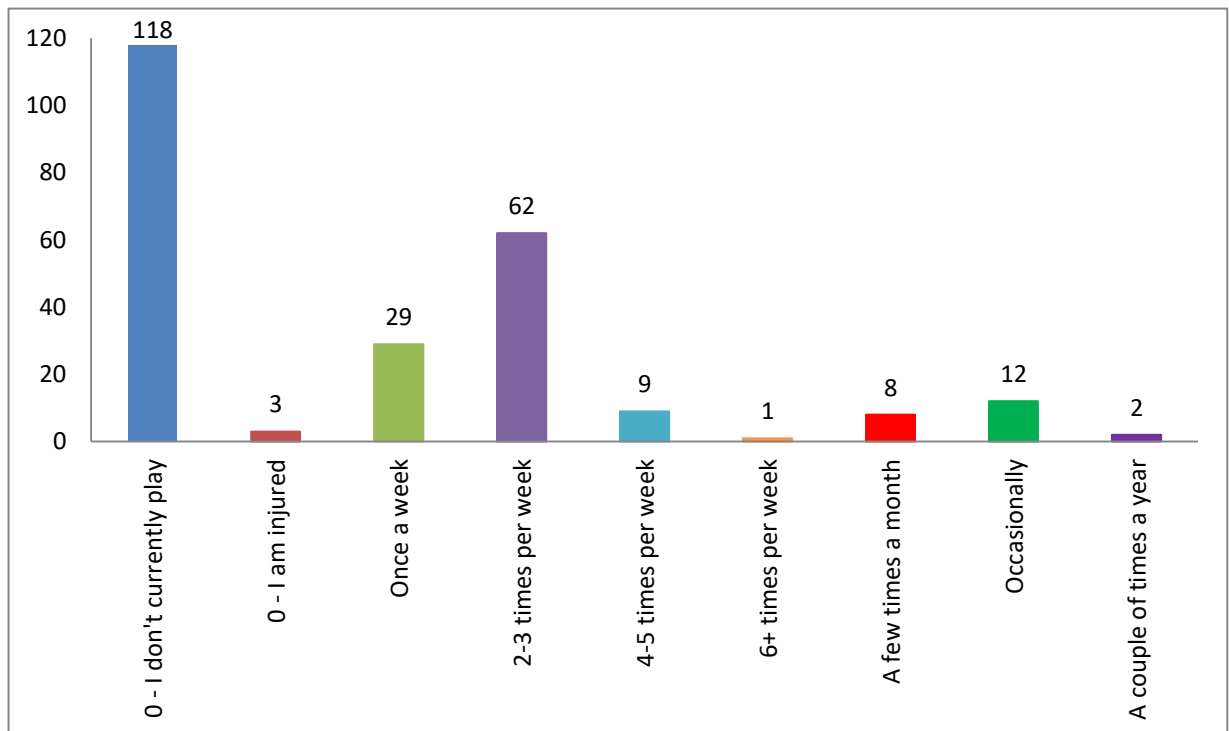


Figure 13 - Volleyball Participation Rates of Questionnaire Participants

Although 121 participants do not currently participate in volleyball, only thirty-five participants have never experienced any form of volleyball, as shown in Figure 14.

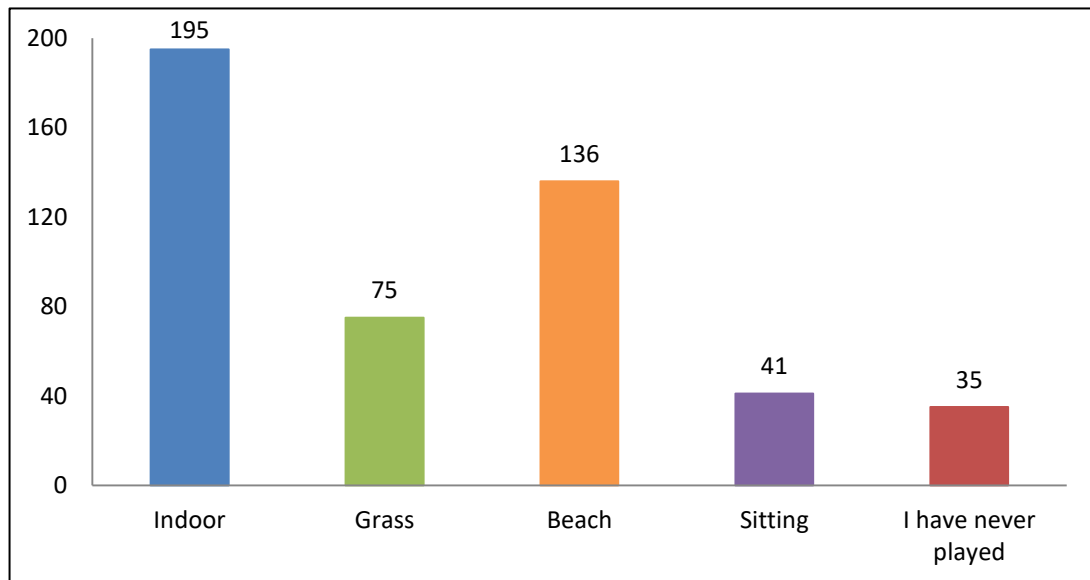


Figure 14 – Participation in Different Forms of Volleyball

Additionally, although beach volleyball was the second most played form of volleyball, playing volleyball at the beach was the most common location volleyball is, or has been, played by participants (Figure 15).

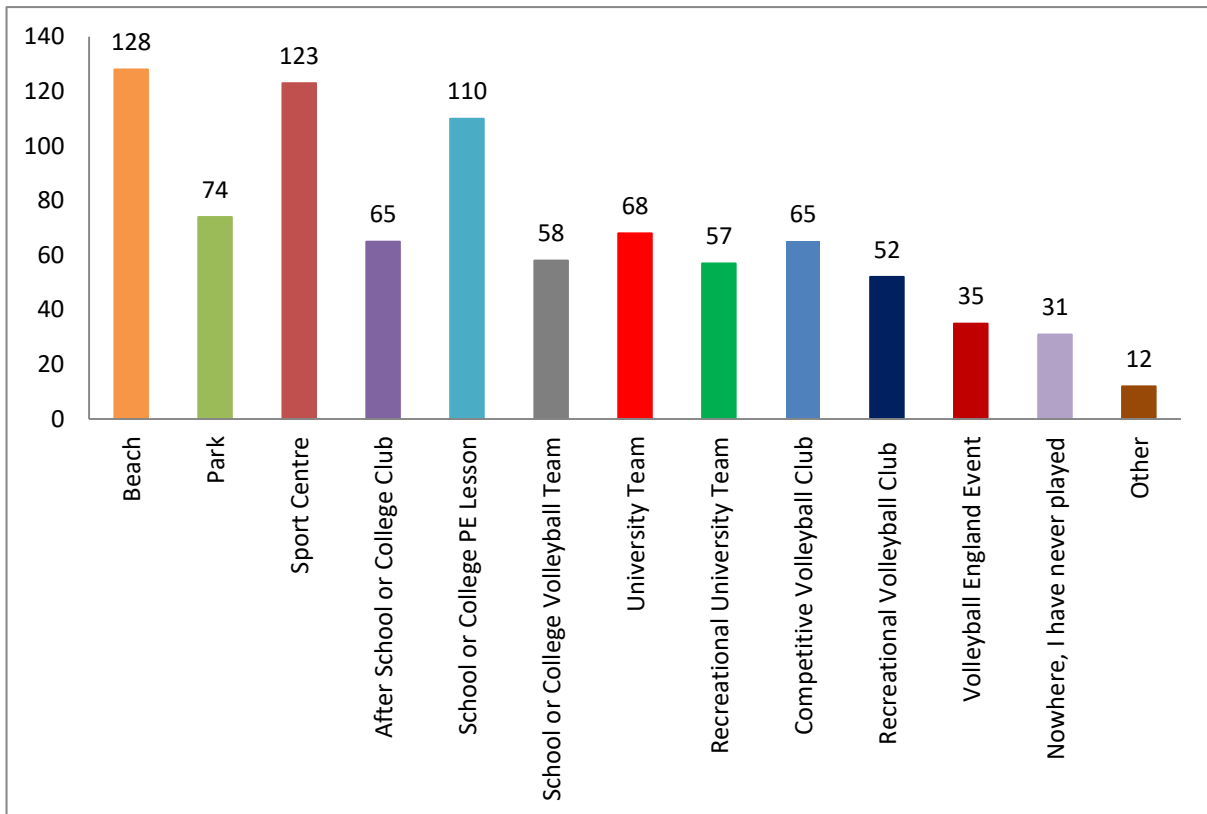


Figure 15 - Where Volleyball is Played

Furthermore, 138 questionnaire participants indicated they wish to participate in volleyball more often, however, only thirty-seven of those who do not currently play specified this.

Question thirteen asked participants what they liked about volleyball, in order to discover the reasons why people do, or would, play volleyball. Figure 16 shows the aspects of volleyball participants like, in relation to their current participation – does play and doesn't play. For those who do currently play, the most liked aspect of volleyball was 'being part of a team' (n=106), followed by 'it's fun and enjoyable' (n=102) and 'improving my skills' (n=ninety-two). For those who don't play, the most liked aspect was 'it's fun and enjoyable' (n=fifty-three), followed by 'being part of a team' (n=forty-six) and 'it's good to play a sport' (n=forty-three).

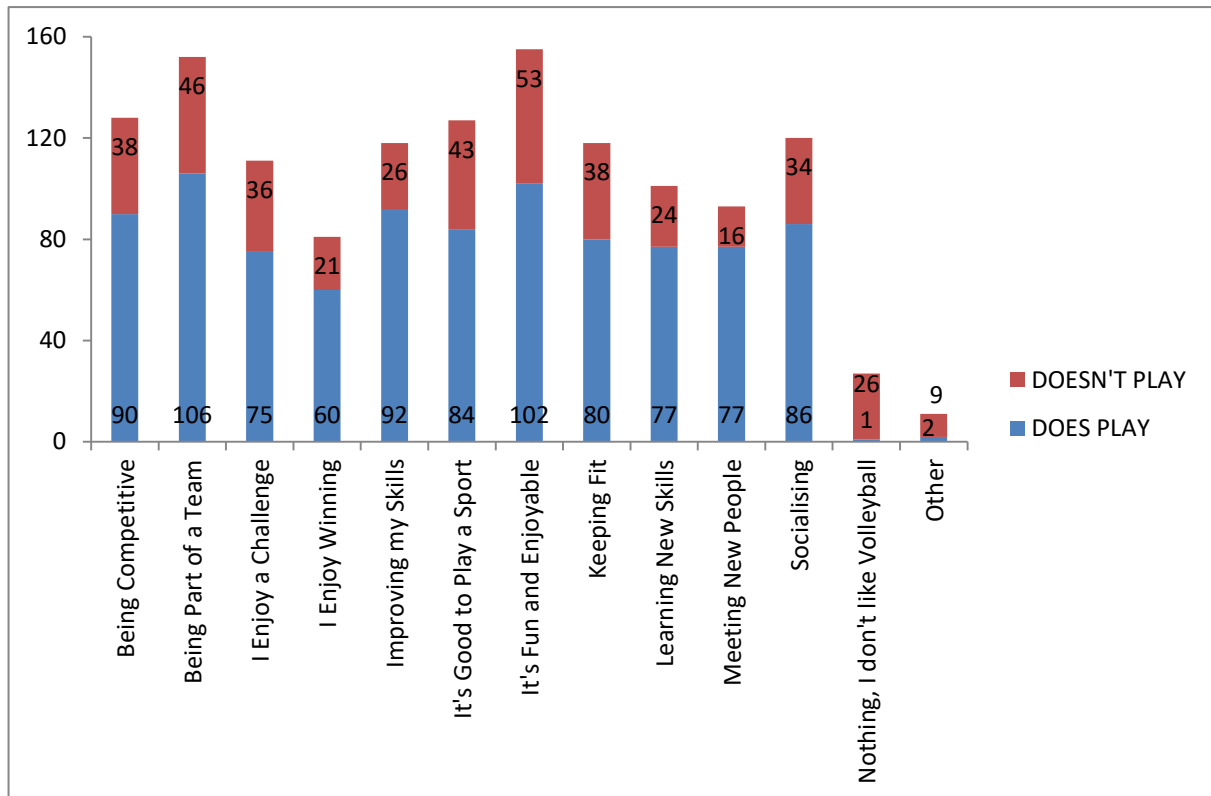


Figure 16 - Questionnaire Participants' Liked Aspects of Volleyball

4.3 Volleyball England's quest to increase participation: What barriers do participants experience and how do they suggest these could be overcome?

The results in relation to the barriers to increased participation and how participants suggested these barriers could be overcome are shown below.

4.3.1 Barriers to Participation

Figure 17 shows the various factors identified by questionnaire participants which prevent participation in volleyball, according to current participation. The majority of participants who do currently play identified

'lack of time' as a barrier to participation (n=fifty-nine). This was followed by 'I have other commitments' (n=fifty-five) and 'access to facilities is limited or non-existent' (n=fifty-seven). The main factor identified by those who don't play was 'I prefer other activities' (n=fifty-six), followed by 'I have other commitments' (n=fifty-one) and 'lack of time' (n=fifty).

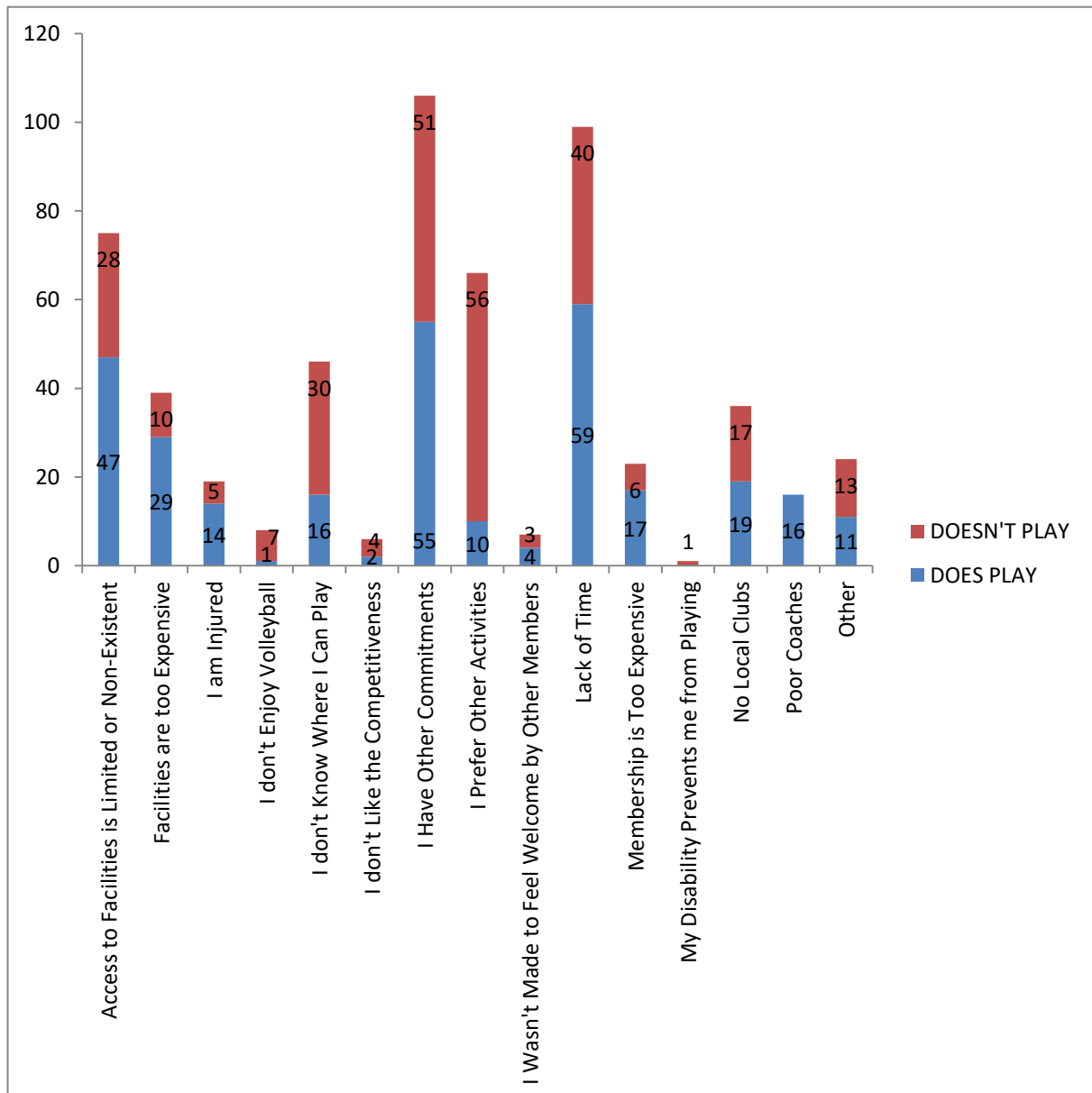


Figure 17 - Barriers to Participation for Questionnaire Participants

Telephone interviews and email questionnaires revealed several barriers which prevent an increased participation in volleyball, which have been categorised through the coding process identified in section 3.4.2.

4.3.1.1 Cultural Factors

Tina, Sarah and Mark identified that volleyball is not considered a mainstream sport, often being replaced by more conventional sports such as football, rugby and tennis. Sean expands on this by believing that:

‘...there are much ‘cooler’ or ‘popular’ sports to play, for example in a school playground everyone plays football rather than volleyball’
(Sean, non-player)

4.3.1.2 Logistics

Logistical barriers were only raised by Jack and Emma, the two participants who currently play volleyball:

‘...and it [the local league] sort of runs alongside the academic year with schools and colleges’ (Jack, player)

‘...so I don’t drive. So, I’m sort of limited to club that are easy to get to’ (Ruth, player)

‘But at the moment there’s two sessions I can go to, but one of them is at the same time as my tennis, so I have to... choose one or the other’ (Ruth, player)

Although these issues have not prevented Jack or Ruth from participating in volleyball, Jack's comment about clashing league times may result in some individuals choosing to not participate in volleyball at all, as their university does not have a volleyball team, and they prioritise their studies over sports participation. Similarly, individuals who don't drive may be unable to attend any sessions due to locality.

4.3.1.3 Opportunities

Five participants highlighted barriers to participation in relation to opportunities to participate in volleyball outside of an education setting:

'There was no after school clubs where you could extend of work on skills to help you get better' (Sharon, non-player)

'...there wasn't really much after that [physical education lessons]' (Emma, non-player)

'...there's a few school and college teams, but there isn't like a Middlesbrough volleyball team... So like, quite a lot of the teams we have at our uni are like the only...kind of team we have in them various sports.' (Jack, player)

'I stopped playing volleyball because there was no club nearby after I left school' (Jake, non-player)

In addition, Lisa and Richard highlighted the lack of opportunities and availability to participate in volleyball in general:

'I personally have never been offered that many opportunities to play volleyball...' (Lisa, non-player)

‘...lack of availability to practice huge game.’ (Richard, non-player)

4.3.1.4 Personal Factors

Although volleyball is not their chosen sport, seven participants stated that they previously or currently play other sports – which prevented or is preventing them from participating in volleyball:

‘I haven’t taken up volleyball as I already play/played hockey, cricket and golf along with road running for most of my life...’
(Charlotte, non-player)

‘...I already took part in gymnastics, with training sessions 2-3 times a week.’ (Faith, non-player)

‘What stopped me playing volleyball was my love to play football instead...’ (Martin, non-player)

‘I’ve always played tennis then squash and now table tennis.’
(Elaine, non-player)

‘... I was also a county rugby player and so club and county commitments took up most of my free time.’ (Jake, non-player)

‘I was doing too many other sports at the time to devote myself to volleyball’ (Richard, non-player)

‘I prefer other activities... I like netball and hockey’ (Emma, non-player)

Emma later identified that netball and hockey were her preferred activities due to positive experiences of these sports in her physical education lessons.

Furthermore, Danielle identified a lack of time as a factor preventing her participation in volleyball, and both Lee and Emma stated that they are unable to play due to work commitments. Moreover, Jane and Nathan identified old age as a barrier to participation in volleyball, with Nathan also stating he suffers with arthritis in his knees. Medical issues were also raised by Maria, who is unable to play due to recent surgery.

In addition, Tina and Sharon discussed barriers relating to stereotypical perceptions of volleyball players in relation to body image:

‘I am also very short, which often has an impact in big teams so my personal thought is that I would dread standing on a pitch with a disadvantage.’ (Tina, non-player)

‘There is also a certain body image for volleyball which put me off playing before i.e. tall and thin!’ (Sharon, non-player)

Finally, Sean touched upon how the volleyball club he became aware of are a different demographic to himself, with members all being middle-aged Indian men. Sean therefore feels that he would not fit into the group dynamic and wouldn’t be welcomed into the group.

4.3.1.5 Inter-Personal Factors

Inter-personal factors in relation to volleyball teams were mentioned by Jack and Ruth, the two participants who are current volleyball players:

‘...they’re [local volleyball teams] normally like err, based around their little cliques of people who have like been to their schools and colleges’ (Jack, player)

‘I guess because it’s mainly guys, tend to like pass the ball more to each other, so I think that sort of puts me off... And obviously it’s quite hard, you know...they do spike the ball quite hard’ (Ruth, player)

‘...sometimes... women have turned up and then like for the first time they’ve played before, and they’ve had a ball spiked really hard on them, and been hurt and then not come back.’ (Ruth, player)

Ruth also stated how mixed teams are commonly found at beginner’s level, which she believes can make it more difficult for women to participate.

Furthermore, another group which Jack identified as a barrier to increasing participation was the coaching staff. In particular, Jack discussed how the coach for his university team was more adapted to coaching children, therefore doesn’t push the team to the extent they wish to progress. Jack also added that the coach is not always available and often only attends one of their three weekly training sessions. Issues with coaches was also raised by Hayley, who stated that:

‘...the coach’s tone was slightly aggressive and he did not seem to recognise beginner status’ (Hayley, non-player)

Moreover, Jack, Lucas and Kirsty identify more general inter-personal factors which have previously prevented or currently restrict their participation in volleyball:

‘There’s not a lot of people err participating, so there isn’t as many events and things going on.’ (Jack, player)

‘I have had very little experience of volleyball, the reasons for this was and still is... encouragement to play.’ (Lucas, non-player)

‘I never had any friends or family to play volleyball with’ (Kirsty, non-player)

4.3.1.6 Facilities, Equipment and Clubs

A lack of available local facilities was mentioned as a barrier to participation by seven participants, with one of those participants, Jack, adding a lack of local clubs and leagues an additional barrier:

‘The main reason for not supporting Volleyball is a lack of... venues’ (Nathan, non-player)

‘...lack of local facilities’ (Danielle, non-player)

‘I believe the lack of local facilities within my local area if the main cause [of preventing volleyball participation]’ (Liam, non-player)

‘A lack of facilities’ (Sean, non-player)

‘I have had very little experience of volleyball, the reasons for this was and still is access to facilities... Even today there are very little facilities in the local area for me to play volleyball’ (Lucas, non-player)

‘...cause there’s a limited number of facilities in the area’ (Emma, non-player)

‘...the main reason [why I don’t participate more often] is like lack of available clubs and leagues to participate in really, and facilities... ’ (Jack, player)

Additionally, Tina, Lucas and Denise highlighted a lack of facilities for volleyball within school settings:

‘I was introduced to the sports that I am still playing now at school and there were no facilities for us to play volleyball...’ (Lucas, non-player)

‘Limited resources... not many schools have volleyball nets or balls’ (Denise, non-player)

‘To play, we had to rig the badminton nets to make them higher, as we did not have the facilities’ (Tina, non-player)

Of course there are many volleyball facilities available across the country, however, Jack mentioned several issues relating to the facilities available to him:

‘...the new sports halls got volleyball courts marked on the actual like err flooring itself... but there isn’t...posts, like you can’t put posts in there, there isn’t like the fixtures available, we have to put them in.’ (Jack player)

‘some other teams... they’ve got like some like really really small venues, and... there’s literally about a foot and a half of space around the outside of the court itself... so yeah, it’s really really difficult to play in to be honest.’ (Jack, player)

‘...we share facilities with teams that like don’t need the sort of sports hall that we need’ (Jack, player)

Jack also raised an issue with the equipment his university team had previously been given, stating that:

‘...we got bought a supposedly new net... that was supposed to meet our requirements, it has a hole in the middle of it.’ (Jack, player)

Although these facility and equipment issues have not prevented Jack from participating in volleyball, they may deter others from participating in the sport and steer them towards another sport with better facilities and equipment.

4.3.1.7 Education Experiences

Nine participants stated how they had a lack of experience of volleyball through their schooling careers:

‘I literally did two PE lessons of it [volleyball] in the five years I was in secondary school’ (Jack, player)

‘Erm, I did at school, but it was only very briefly...’ (Emma, non-player)

‘[Volleyball] was only introduced to me in Upper School for a very short amount of time’ (Tina, non-player)

‘I never had played it [volleyball] in a proper setting until year 10...’ (Lisa, non-player)

‘...you only got a few taster sessions at school...’ (Mark, non-player)

‘I only played volleyball occasionally at school...’ (Lee, non-player)

‘I think I had 2/3 lessons in both year 10 and 11 at school and that was it.’ (Sharon, non-player)

‘I never really played volleyball in school, we did it once or twice on wet days when the teacher needed something easy to do and set up...’ (Heather, non-player)

‘Volleyball was not promoted as much as other sports throughout my time at primary and secondary school sport lessons’ (Annie, non-player)

Some participants also discussed the content of their brief encounter with volleyball, stating their experiences of the sport in physical education lessons were in fact far from educational:

‘...didn’t learn the skills properly.’ (Lee, non-player)

‘lack of knowledge/teaching of the sport from physical education lessons’ (Denise, non-player)

‘...we never learnt the skill of the shots, we were just told to get on with it.’ (Heather, non-player)

‘When I played in school, there was no opportunity to get a feel for the game before playing competitively.’ (Tina, non-player)

‘...I learnt the, the three touches rule sort of thing... And I learnt err, how to volley very basically, err how to dig, very badly, and then just push the ball over the net when our team had had three touches’ (Jack, player)

Jack went on to add that his teacher was inexperienced with volleyball, due to being a semi-professional footballer. Jack also mentioned how the nets were set quite high during his physical education experiences of volleyball and how the lessons had little structure.

Emma further discusses how her brief and basic experience of volleyball in school was not particularly inspiring and how it has affected her confidence to take up the sport:

‘... at university there is a volleyball team, but because you haven’t learnt enough skills whilst at secondary school and at A-level, there wasn’t, didn’t really feel confident enough to do it then.’ (Emma, non-player)

In addition, three participants stated they had no experience of volleyball within their physical education lessons at all:

‘It [volleyball] was never part of my school sports curriculum’
(Elaine, non-player)

‘I never played volleyball as no opportunity at school or college’
(Stacey, non-player)

‘Within my past experiences of sport and Physical Education in school there has never been an opportunity to participate in volleyball as a sport.’ (Kirsty, non-player)

Tina also raised the issue of male dominance and competition within physical education lessons, which made her experiences of volleyball unpleasant:

‘The boys in the class would hit the ball so hard that it turned into an unpleasant experience.’ (Tina, non-player)

‘...there was no opportunity to get a feel for the game before playing competitively’ (Tina, non-player)

4.3.1.8 Sport Promotion and Media

Faith, Kirsty and Elaine stated that they have never seen any volleyball clubs or events advertised anywhere. In addition, Nathan and Sean identify a lack of advertising in general as barriers to participation. This lack of promotion has led to numerous participants not knowing where they can participate in volleyball:

‘...limited knowledge of the facilities/clubs in my local area was a contributing factor [to non-participation]’ (Annie, non-player)

‘The main thing that prevents me playing volleyball is not knowing where I can play locally’ (Lee, non-player)

‘A lack of knowledge about available facilities or clubs has meant it has not appealed to me’ (Sean, non-player)

‘...I don’t actually know of any places that have volleyball facilities and... not really aware of any teams that are available, like where I am.’ (Vanessa, non-player)

In addition to little advertising, Jack identified how his university regularly advertises sports on a big screen on the university campus, however, he stated that volleyball is rarely advertised as more mainstream sports, such as football, are more regularly promoted. Furthermore, Tina, Sarah and Vanessa stated that volleyball is not often seen on television or in the media. This lack of exposure has led to Sarah not feeling the want or need to participate, and has left Vanessa with no role models within volleyball.

Jack, who currently participates in volleyball, often argued that there isn’t enough promotion of volleyball. This comment was supported by Heather, who demonstrated the lack of promotion for volleyball in schools:

‘...it [volleyball] wasn’t promoted with school (for outside clubs or enrichment time)’ (Heather, non-player)

‘Even working in a school now, not many sports clubs are promoted with the school unless they have a connection’ (Heather, non-player)

4.3.2 Suggested Solutions to Overcome Barriers to Participation

Figure 18 shows that for those who currently participate in volleyball, the most suggested solution was ‘time slots to fit my lifestyle’ (n=eighty-five), followed by ‘wider volleyball coverage in the media’, ‘cheaper club membership’ and ‘access to better coaching’ (n=forty-four). On the other hand, for those who don’t play, the most suggested solution was ‘knowledge of where I can play’ (n=forty-two). This was followed by ‘nothing’ (n=forty-one) and ‘time slots to fit my lifestyle’ (n=thirty-four).

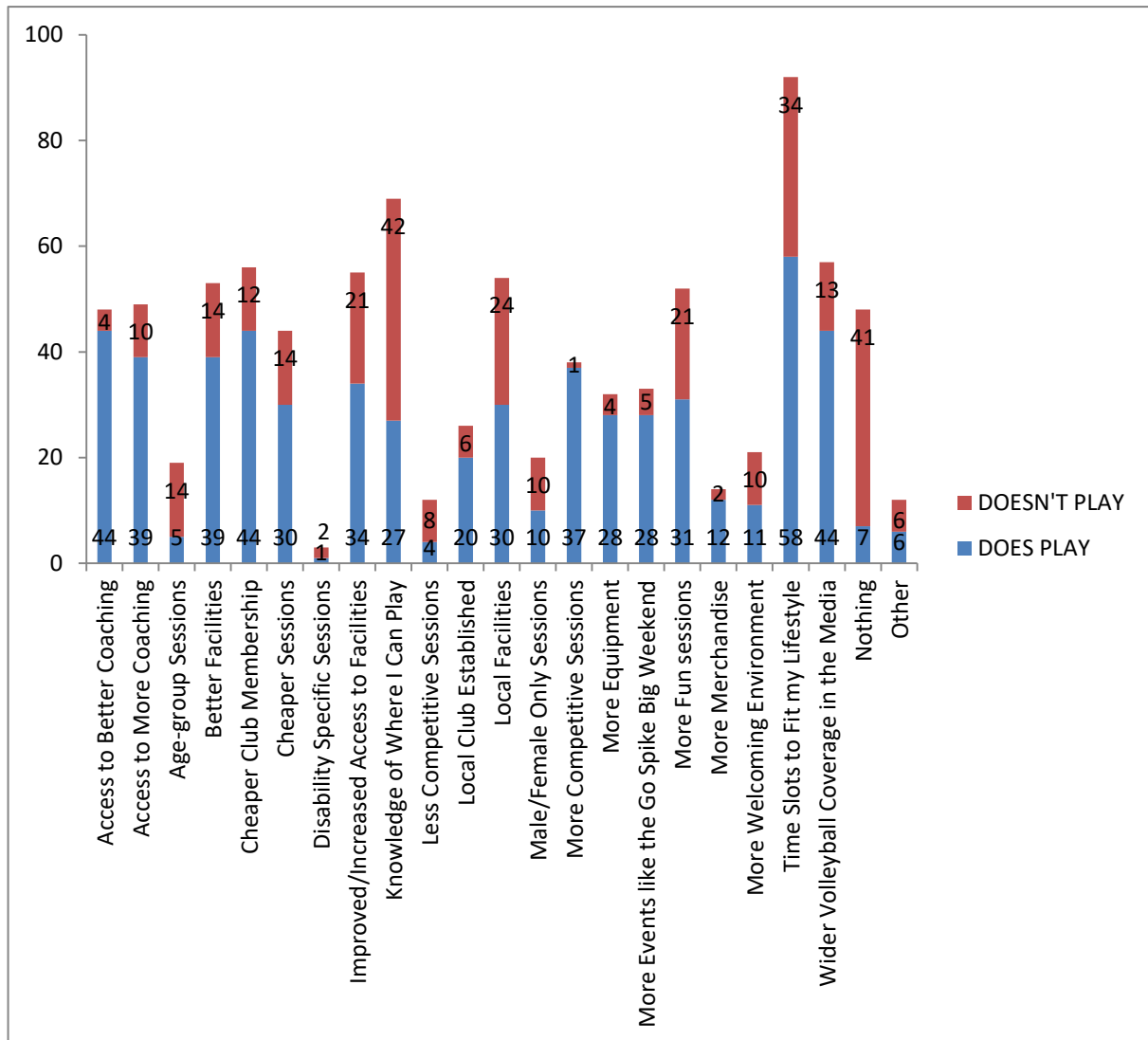


Figure 18 - Questionnaire Participants' Suggested Solutions to Overcome Barriers to Participation

Telephone interviews and email questionnaires revealed additional suggested solutions as well as adding information to the solutions suggested by participants in the online questionnaire. Again, the suggested solutions have been categorised through the coding process identified in section 3.4.2.

4.3.2.1 Inter-Personal Factors

Inter-personal solutions were only suggested by two participants, Jack and Stacey. Jack made suggestions regarding coaching staff, whereas Stacey made a suggestion regarding leaders at volleyball sessions for young individuals:

‘...with keen leaders as mentors [for youth sessions]’ (Stacey, non-player)

‘So we feel that if we had... a more available err, better adapted coach, we’d be able to compete a lot better’ (Jack, player)

4.3.2.2 Facilities, Equipment and Clubs

Six participants suggested solutions surrounding facilities, with four of those relating to having more widely available public facilities, for example in parks and open areas:

‘...even if they use current facilities for other sports then, just adapt them... for volleyball as well’ (Emma, non-player)

‘Set up more volleyball courts... in parks etc.’ (Jake, non-player)

‘If it were played more often in... parks and leisure centres, I believe the participation would increase dramatically’ (Richard, non-player)

‘Courts could be made up on grassy areas in parks or schools for when the weather is better, as this would give visual exposure too and make people interested’ (Liam, non-player)

‘...making public volleyball facilities. There are football, rugby, skate parks, park, tennis courts available to the public for free, but never volleyball?’ (Tina, non-player)

Additionally, Vanessa suggested that having more beach court facilities would interest more people in participating in the sport. Furthermore, Jack argued that facilities need the complete equipment necessary for volleyball, which would make it easier to play the sport. This was also raised by Denise who argued for funding for equipment in schools, which could make it easier for schools to provide educational and inspiring volleyball lessons. Finally, Ruth believes that clubs should be available locally, which would make it easier for herself to participate as she does not drive.

4.3.2.3 Education Experiences

Seven participants raised the suggestion of ensuring volleyball is included within school physical education, with Martin believing this would get children interested in the sport earlier in their lives. In addition, Lee believes that if volleyball is taught better within physical education lessons, children would have more confidence to play. Jake and Denise also suggest other factors which may help improve pupils’ confidence in the sport:

‘...schools getting coaches into sports lessons to increase peoples exposure to the game’ (Jake, non-player)

‘Educating physical educators on the sport... Sending coaches into schools’ (Denise, non-player)

Furthermore, Sharon suggested having more opportunities to participate in volleyball after school, in order for everyone to have the chance to play and learn new skills.

4.3.2.4 Sport Promotion and Media

The most common suggestion in relation to sport promotion and media was having more advertising available volleyball facilities, sessions and clubs:

‘...if there was more advertising of different clubs and opportunities’
(Emma, non-player)

‘...greater awareness needs to be made by Volleyball England into local tournaments or leagues.’ (Lucas, non-player)

‘Greater advertising of clubs.’ (Jake, non-player)

‘Greater advertising of available facilities and/or clubs would be beneficial’ (Lee, non-player)

Although not interested in beginning to participate in volleyball due to her age, Jane stated that she would like to see more advertising of local events in order to spectate.

Sarah, Annie and Martin simply stated the sport as a whole should be advertised more, in order to attract people to participate in volleyball. The ways in which to advertise the sport and available facilities, clubs and sessions were also mentioned by several participants:

‘...this could be done through posters in the local area or in newspapers’ (Lee, non-player)

‘If there was... a volleyball league with more exposure on social media and newspapers around the area I believe it would entice more people into the sport’ (Liam, non-player)

‘Groups on Social Media, Leaflets in the local shops or even put through the letter box to make me aware of these local facilities would increase my chances of getting involved.’ (Lucas, non-player)

‘I also think that they [Volleyball England] need to just get the word out more about volleyball through methods like social networking’ (Lisa, non-player)

‘Anything really, err magazines would be good cause it would get like everyone, and then online to get younger people or anyone really, Facebook advertising, anything.’ (Vanessa, non-player)

Vanessa and Charlotte also suggested that a greater exposure of volleyball on television could possibly get people more interested in participating in the sport.

4.3.2.5 Financial Commitment

Twelve participants believe that offering free sessions would increase interest in volleyball, with Maria saying that this would encourage people to try the sport. Lisa added that free sessions would give people a reason to initially take up the sport, where they can progress from at a later stage. Additionally, Faith said that free sessions would allow individuals to see if they enjoy the sport before taking it up more regularly. As well as free sessions, six participants showed an interest in taster sessions, to increase the exposure of the sport and spark an initial interest to participate:

‘Taster sessions in local leisure centres would be a good idea’
(Charlotte, non-player)

‘...I would like to try it... if there was kind of the access to it and it was, ready, you could go and try it before you have to commit to actually doing it all the time’ (Emma, non-player)

‘Taster sessions would be a great start. Look at the impact of Futsal being introduced in just this way, which gets people hooked and develops skills’ (Mark, non-player)

Stacey also feels it would be beneficial to have taster sessions, and also makes the connection of having keen leaders as mentors at the sessions – an inter-personal factor seen in section 4.3.2.3.

4.3.2.6 Session Programming

Eleven participants believed having sessions for beginners would be beneficial:

‘I would like to see local sessions starting to introduce the idea and rules behind volleyball’ (Tina, non-player)

‘Free sessions for beginners would be good, as this would allow me to learn how to play properly and develop my skills’ (Lee, non-player)

‘I think the different level session would also help to get people learning the sport whilst at the same time it being competitive as well!’ (Martin, non-player)

‘...having sessions for beginners would make me feel more confident starting this sport as I know I am not very good’ (Heather, non-player)

‘Beginner sessions are also good because it is scary starting a new sport but if you know everyone is new to it, people will feel more comfortable and stay for regular sessions’ (Sarah, non-player)

Offering different types of sessions was also mentioned by five participants, with three arguing for sessions for older individuals:

‘...maybe a session with an elderly group (for example my grandma is a member of a ‘friendship club’ who could be interested to take up a new activity)’ (Sean, non-player)

‘To start playing volleyball it would have to be a form of volleyball to suit my conditions such as Walking Volleyball or similar’ (Nathan, non-player)

‘...having some less competitive sessions for older people’ (Maria, non-player)

Faith and Mark suggested offering more innovative sessions to increase interest in the sport:

‘...glow in the dark [volleyball], which I think definitely attracted people in as it was something a bit different’ (Faith, non-player)

‘Thinking of school age kids, half-term/holiday sessions would be ideal, it can be mixed ability, age appropriate and mixed also. Maybe it could be combined with another sport...’ (Mark, non-

player)

Faith also suggested having GB or professional volleyball players attending or running sessions, as this would get people involved as well as inspiring them to participate more often.

Another session related suggestion was made by Ruth, who identified how it would be of interest to herself and other women to have occasional female only sessions. Ruth had previously stated that as she plays in a mixed-sex team, the net is set at men's height, resulting in her not being able to fully participate. Ruth believes that occasional female only sessions would allow her to develop her skills, such as blocking, whilst using a women's height net.

Finally, Ruth and Emma suggested having more sessions at varying times throughout the week:

‘...maybe if there were sessions, if they are in the evening rather than during the day... and if there was maybe a couple during the week that you had the choice to pick from different ones’ (Emma, non-player)

‘...if there were more sessions sort of like locally at different time then that would, yeah enable me to... go to them... Sunday I think would be a good day, or yeah another weekday evening.’ (Ruth, player)

Chapter 5: Discussion

This chapter acts as a discussion of the results presented in the previous chapter, again communicated in terms of each sub-research question. The majority of this chapter will centre on the third research question, as this is the main focus of the study, with other research questions discussed more briefly.

5.1 Why is insight important for Volleyball England?

The benefits of using insight for NGBs have been discussed by Corporate Culture (2014). Utilising insight results in effective and appealing initiatives being created, as information regarding customer needs and desires has been collected. This consequently has a financial benefit, as funds are not used to create ineffective or unappealing initiatives. Additionally, insight gives NGBs an understanding of needs for specific under-represented groups, resulting in informed decisions being made about how to target participation within these groups. Furthermore, Jones (2008) argues how information collected from insight into desired strategies can act as critical success factors, which if focused on enhances the chances of meeting set participation targets.

Along with these benefits, if NGBs demonstrate an ability to use insight to create successful initiatives to increase participation, they are more likely to receive increased investment from Sport England. This was apparent in Sport England's 2013-2017 WSP investment guide, in which seven and a

half per cent of the assessment framework was centred around 'The extent to which the NGB has drawn on its market knowledge, customer insight and experience in 09-13 to develop the plan' (Sport England 2012b, p.12). This therefore encouraged NGBs to use insight throughout their 2009-2013 WSP, as it contributed to the level of investment received from Sport England for the implementation of their 2013-2017 WSP. The relationship between insight and investment is also seen within Sport England's newest sport strategy, 'Towards an Active Nation: Strategy 2016-2021'. The strategy states 'three things will be needed to underpin every investment programme in this strategy: clear objectives, excellent insight and thorough evaluation' (Sport England 2016b, p.41). As NGB WSPs fall under the umbrella of 'every investment programme', they will have to demonstrate the use of these three factors to gain investment from Sport England.

The importance placed on insight by Sport England has been effectively filtered down to NGBs, as seen in the interviews with Ryan and Sophie. In particular, the importance of a thorough understanding of Volleyball England's customers, along with utilising insight to develop initiatives and the importance placed on insight for investment bids, has been engrained into NGB attitudes and practice.

Furthermore, when asked how the importance of insight has grown in recent years, Ryan replied stating use of insight began to gain greater importance three to five years ago. However, is this really the case? In HM Government's 2015 sport policy, it was argued '...it is important that action is based on insight and evidence of what works' (HM Government 2015, p.22). This statement of basing action on evidence of 'what works' has been seen before within a sport policy; 'To develop mass participation policies and determine what works, we recommend... collecting robust information...' (DCMS 2002, p.16). Both of these focus on the need for basing policies on evidence of what works, the only difference is reflected in the terminology used to portray this message. Similarly, in Sport

England's most recent sport strategy, it was stated 'Insight has helped us to understand why it's harder for people to build resilient habits...' (Sport England 2016b, p.25). The same message was depicted in Sport England's 'The Framework for Sport in England' in 2004; 'Priorities for 2004/5 will include research on non-participants to better understand the barriers... for participation' (Sport England 2004, p.20). Both of these statements focus on how research/insight will/has been used to discover what prevents sports participation, only they use a different vocabulary.

Differences between research and insight have been detailed by Ballard (2012), who argues that 'research can tell us what is happening, but we need insight to understand why it is happening, and crucially, what to do about it'. Sport England could have re-designed the concept of research as the information collected by NGBs was not sufficient in understanding why something is happening and how to effectively deal with the situation. However, judging by the examples given above, it seems that Sport England have simply re-branded the idea of research, changing its name and the perceptions others have on the matter.

It can therefore be argued that Sport England and the Government have not recently put more emphasis on insight, rather changed the term 'research' into 'insight'. Insight has always been collected by NGBs, but was simply called a different name. The question is, therefore, why did Sport England make the change from research to insight? If the two terms consist of the same principles, i.e. collecting and analysing data to gain understanding of how to tackle barriers to participation, the benefits of conducting research/insight would be the same – as discussed at the start of this section. Perhaps NGBs were ineffective in conducting research over past years, therefore Sport England have re-branded the concept of collecting and analysing data as insight. Or perhaps Sport England felt not enough in-depth data was being collected from previous research, therefore re-branded the process as insight in order to gain more in-depth information. If the current concept of insight proves ineffective, Sport

England may replace it with a term which sounds like a different notion, although essentially means the same thing.

5.2 How do people participate in volleyball and what are their perceptions on the sport?

Within this study, 121 (49.6 per cent) of questionnaire participants stated they do not currently participate in volleyball. Sport England (2016s) found just over half of all adults participate in no sport whatsoever. The volleyball participation results from this study are therefore similar to the results found by Sport England regarding adult participation in sport. However, Sport England (2016s) found the majority of participating adults partake in sport at least once a month, whereas this study identified adults participating two to three times per week as the most popular participation frequency. This difference may be attributed to the Sport England data including all sporting activities, including sports which individuals may participate in less frequently, such as swimming or running. Volleyball participation may be more frequent due to individuals representing a club, therefore training at least once per week and participating in competition once per week. Comparisons in relation to where volleyball is played, what form of volleyball is played and the characteristics of participants, can be seen between this study and Volleyball England's Go Spike Data Capture (Appendix Twenty-One).

People's perceptions of volleyball were measured through question thirteen on the online questionnaire, which asked participants what they liked about the sport. The combined most popular answer was 'it's fun and enjoyable' (n=155). Entertainment (Allender et al, 2006; So et al, 2011) and enjoyment (Allender et al, 2006) have been identified as reasons for participation in sport and physical activity. The second most popular answer was 'being part of a team' (n=152). Belonging to a team was the

fourth most common positive aspect of sport participation in Garcia's (2015) study, with social networks (Allender et al, 2006; So et al, 2011) and friendships made through participation (Garcia 2015) being identified as reasons why individuals participate in sport. This can also be linked to the fifth most popular answer, 'socialising' (n=120). Other motivations for participating in sport include skill development (Allender et al, 2006), competition (So et al, 2011; Garcia 2015) and health benefits (So et al, 2015). All of these factors were identified by participants as factors they liked about volleyball; 'improving my skills' (n=118), 'learning new skills' (n=101), 'being competitive' (n=128), 'it's good to play a sport' (n=127) and 'keeping fit' (n=118). This shows the answers given by participants in this study are comparable to the results of existing literature surrounding motivations for sport participation.

The results from this research question provide Volleyball England with data surrounding the most played forms of volleyball and where volleyball is played, along with factors participants like about volleyball. This information can be used to tailor participation programmes around these factors, thus acting as critical success factors, which if focused on increases the chances of meeting set targets (Jones 2008). Furthermore, if Volleyball England develop programmes which mirror the factors of volleyball participants like, individuals are more likely to be motivated to participate, as the programme is something they would enjoy. This therefore relates to the motivation component of the COM-B system, which in turn affects behaviour (Michie et al, 2011), consequently an increased motivation may result in individuals choosing to participate in volleyball.

5.3 Volleyball England's quest to increase participation: What barriers do participants experience and how do they suggest these could be overcome?

This section discusses the barriers to participation and suggested solutions to overcome the barriers identified within the online questionnaire, telephone interview and email questionnaire methods within this study, with existing literature surrounding these topics. Results discussed in relation to the online questionnaire only include response counts from individuals who do not currently play (n=118). This is due to the purpose of this study being to induce participation in volleyball, therefore barriers of those who currently play are not as relevant. Where applicable, literature is also discussed which argues against results found within this study, in order to show a critical analysis has taken place.

5.3.1 Barriers to Participation

This section focuses on the barriers to participation identified within this study, and the literature surrounding the results.

5.3.1.1 Cultural Factors

Tina, Sarah and Mark stated they believe volleyball is not considered a mainstream sport, rather people participate in more conventional sports, such as football, rugby and tennis. Sean expanded on this by saying there are 'cooler' and 'more popular' sports to play than volleyball, which is often seen on sites such as school playgrounds. Within England, the top five sports are swimming, athletics, cycling, football and golf (Sport England 2016t). However, within the most recent Active People Survey, it was

found the participation rates of swimming, cycling and football have dropped since this time last year by a combined total of six per cent. Whereas participation rates in volleyball has risen by nine per cent within the same time period (Sport England 2016u). It could therefore be assumed the perception of 'mainstream' sports is changing, resulting in less conventional sports participation figures to rise.

Nevertheless, although swimming, cycling and football participation rates all fell by two per cent within one year, they are still the most popular sports played by individuals in England (Sport England 2016t). From April 2015 to March 2016, 2,497,800 people participated in swimming at least once per week, 2,354,800 in athletics, 2,016,300 in cycling, 1,851,800 in football and 738,200 in golf. Conversely, a mere 28,900 people participated in volleyball at least once per week within this time frame (Sport England 2016v). Therefore, some individuals may hold the perception that volleyball is not considered a mainstream sport, resulting in those individuals choosing to participate in more traditional activities.

5.3.1.2 Logistics

Accessibility to and location of facilities, including convenient and nearby facilities, is a significant factor associated with sport and physical activity levels (Hylton and Totten 2001; Humpel et al, 2002; Koon et al, 2014), with increases in distance to facilities being associated with decreased physical activity (Dishman et al, 1985; Halonen et al, 2015). The availability of local clubs was highlighted by Ruth as a barrier preventing an increase in her volleyball participation, due to being limited to local clubs as a consequence of not driving.

Issues surrounding clashing session and league times were also raised as a barrier to participation by Ruth and Jack respectively. Ruth stated how one of her volleyball sessions clashes with another sporting activity, and

Jack stated how his local league runs alongside his university term time. This has therefore resulted in a limited opportunity to participate in volleyball, as both Ruth and Jack must choose whether to participate in the opportunity given to them. Michie et al, (2011) identify opportunity as a component within the COM-B system which effects behaviour, with opportunities being factors external to the individual, which make behaviour possible or prompt it. Additionally, opportunity has a potential influence on motivation – another component of the COM-B system – therefore, barriers surrounding opportunity to participate could also affect an individual's motivation to participate. By Ruth and Jack having to choose between different opportunities available, their participation in volleyball could be lower than if these opportunities did not clash with other activities or commitments. Although Ruth and Jack have other convenient opportunities to participate in volleyball, others may not be offered an alternative opportunity to participate, therefore resulting in them choosing not to participate in volleyball.

5.3.1.3 Opportunities

As mentioned in section 5.3.1.2, opportunity is a component which effects behaviour within the COM-B system, referring to factors external to the individual which make behaviour possible or prompt it (Michie et al, 2011). Lisa and Richard identified a lack of opportunities and availability to participate in volleyball as barriers to their participation in the sport. As opportunity directly affects behaviour, the lack of opportunities given to these participants to become involved in volleyball has resulted in non-participation in the sport.

Not having the opportunity to participate in volleyball locally outside of an educational setting was identified as a barrier by non-participants Sharon, Emma and Jake, along with current participant Jack. Although this hasn't effected Jack's participation in volleyball, the lack of opportunity to

participate in sport locally is a prominent factor influencing non-participants' decision to partake in sport (Jackson 1983). Opportunity also has the possibility to effect motivation, both of which have a direct influence on behaviour (Michie et al, 2011). By individuals not having the opportunity to participate locally after leaving school, their motivation to find somewhere to participate may be reduced, leading to a decreased likelihood of participation in volleyball.

5.3.1.4 Personal Factors

Lack of free time is a significant factor resulting in reduced sports participation (Jackson and Searle 1985; Alexandris and Carroll 1997; Allison et al, 2005; DCMS 2011; So et al, 2011; Koon et al, 2014; Matthews et al, 2016), as identified by forty-one participants. Similarly, employment commitments and demands can act as a contributing factor to reduced participation (Jackson 1983; Humbert et al, 2008; Koon et al, 2014; Matthews et al, 2016), as mentioned by Lee and Emma. In addition to employment, preferring other activities is another important factor which can effect sports participation (Matthews et al, 2016), this was identified as a barrier by sixty-three participants. Specifically, seven participants stated they have other sporting commitments, which have resulted in a lack of time, or lack of interest for, volleyball. These three contributing factors may have an overall effect on an individual's decision to participate in volleyball, due to having a lack of free time as a consequence of work and other sporting commitments.

Along with a lack of time and other commitments, individual characteristics (Allison et al, 2005) and body image concerns (Slater and Tiggemann 2011) can act as a barrier to participation. Issues surrounding these factors were raised by four participants during the study. Jane and Nathan both believed their age acted as a primary barrier to participation, whereas Tina and Sharon believed they did not fit the typical body type to play

volleyball. The construction of ideal body image has been discussed by Azzarito (2009), who argues that internalisation of body discourses disciplines an individual's body, thus impacting the structure of one's identity. Additionally, individual's development of physicality influences their participation or resistance to physical activity (Azzarito and Solomon 2005). Therefore, if Tina and Sharon believe they do not fit the constructed ideal body image of a volleyball player, they will internalise their perceptions and exclude volleyball from their identities. Additionally, medical or health issues are common reasons for non-participation in sport (Dishman et al, 1985; DCMS 2011), as identified by Nathan and Maria.

Sean stated the local volleyball club he was aware of comprised of thirty year old Indian males, therefore he feels he would not be welcomed into their group. Sean's perception of the clubs environment may differ from what it may actually be; his perceptions are therefore influencing his decision to not participate in volleyball. The differences between perception and reality have been identified as an influence on participation by Dishman et al, (1985), therefore people's perceptions about attending a new volleyball club or session may result in a reluctance to actually attend.

5.3.1.5 Inter-Personal Factors

The influence of others on an individual's sporting participation cannot be ignored, with peers and family members influencing decisions on whether to participate or not (Allison et al, 2005). This can be linked to Lucas' comment of having a lack of encouragement to participate in volleyball, and Jack's comment of there not being many volleyball events due to a lack of people participating. Although this hasn't deterred Jack from participating in volleyball, this may significantly influence other individuals' choice to participate in the sport. In particular, not having anyone to participate with can act as a strong barrier preventing participation

(Jackson 1983; Craig et al, 1999). This relates specifically to Kirsty, who stated she never had any friends or family to play volleyball with.

Others who can have a significant effect on participation are coaches, with problematic experiences with coaches identified as the most prevalent negative aspect of school sport (Garcia 2015). These types of experiences with coaches were identified by Jack and Hayley, with Jack raising concerns about his coach's availability and experience, and Hayley stating the coach she had did not recognise beginner status and had a slightly aggressive tone towards participants.

Furthermore, during Ruth's interview, she raised the issue of males passing the ball more to other males, due to participating in a mixed volleyball team. This has been studied by Laurin (2016), who found that gender identities associated with individuals and particular tasks, become activated in mixed gender situations. When faced with a mixed gender activity, males and females should automatically respond to the given situation by producing behaviours associated with the stereotype – such as passing to males over females. He argues when cues in a stereotype relevant situation are subtle – i.e. where certain individuals hold a minority status within the group – both males and females made fewer passes to female team members. While volleyball is considered to be a gender neutral sport (Koivula 2001), when presented with a mixed volleyball situation, males and females may automatically respond with stereotypical behaviours, such as passing the ball more frequently to male team mates.

Ruth also highlighted that females have come to sessions and experienced males spiking the ball hard at them, sometimes resulting in the females getting hurt and not returning to the session. This behaviour could be interpreted as Ruth's male teammates demonstrating hyper-masculine behaviour – dominant masculine attributes such as hardness (Hickey 2008). Allender et al, (2004) found male dominance during physical education classes can deter sustained participation, particularly for females. This dominance can be translated into adult sport

participation, using Laurin's (2016) study described above. He found individual's gender identities become activated in mixed gender situations, resulting in the production of stereotypical behaviours. Typical masculine behaviours include aggression (Boutilier and SanGiovanni 1983), therefore when faced with a mixed gender situation – such as mixed volleyball – male's gender identities become activated resulting in them demonstrating typical masculine behaviours, such as aggression.

Finally, Jack identified that his local volleyball teams are often based around cliques, which has therefore put him off joining that particular club. Donnelly and Young (1999) argue in order to sustain sports participation, the individual has to be recognised and accepted as an athlete within the given sporting culture. Jack seemed to dislike the culture of the club, and therefore chose not to participate within that particular team. Although Jack found another team to participate with at university, this experience of not identifying with, or being accepted by, an established group may deter others from participating in volleyball.

5.3.1.6 Facilities, Equipment and Clubs

A lack of access to facilities is a key barrier to participation (Jackson and Searle 1985; Alexandris and Carroll 1997; Humpel et al, 2002; Bailey et al, 2004; Allison et al, 2005; Koon et al, 2014; Halonen et al, 2015). This barrier was identified by thirty-five participants, thus showing it to be a prevalent barrier to participation. Similarly, eighteen participants stated there is a lack of local clubs and leagues to participate in, this was also found by Craig et al, (1999), with seventeen per cent of their participants strongly agreeing to a lack of programs and services in their local community.

In addition, service related problems have been identified as an important perceived constraint to sports participation (Alexandris and Carroll 1997).

This was raised as a concern by Jack, who discussed incomplete equipment within facilities, sharing facilities with others, small venues and poor quality equipment as issues affecting the ability to participate in volleyball.

Three participants also stated they had a lack of equipment and facilities during their school experiences of volleyball. It has been found a lack of facilities and sporting equipment are the greatest barriers to participation during physical education lessons (Mehmeti 2005), with a lack of equipment resulting in a lack of opportunities to participate in sport (Humpel et al, 2002). Facilities with schools vary, which is likely to be reflected in the range of activities available within schools, and consequently shapes who has access to particular sports within physical education lessons (Penney 2002). Therefore, schools lacking equipment and facilities for volleyball are unlikely to offer it as a sport within physical education. Consequently, schools with the facilities for other sports will offer those sports within their curriculum, which could result in students being unlikely to take up sports they have not experienced within physical education.

5.3.1.7 Education Experiences

Decisions regarding sports participation often reflect past education experiences, when these experiences are negative, they can have a significant effect on individuals' motivation to participate in sport later in life (Coakley and White 1992). Barriers relating to educational experiences of volleyball were mentioned by thirteen individuals, therefore making previous school experiences a substantial barrier to participation.

The National Curriculum for Physical Education aims to ensure all pupils develop competence to excel in a broad range of activities, are physically active for a sustained period of time, engage in competitive sports, and

lead healthy, active lifestyles (Department for Education 2013). However, this study highlighted how many individuals left school with a brief and basic experience of volleyball in physical education lessons, resulting in a failure to teach the necessary skills within their lessons. Kirk (2005) discusses how a brief experience of sports in school has been a feature of physical education since the 1950s, with multi-activity physical education lessons being characterised by short units of activity, with a focus on technique development and little progression of learning. It is also argued physical education is ineffective in developing skills (Flintoff and Scraton 2001; Kirk 2005), a statement raised by five participants in this study.

Additionally, brief and basic volleyball lessons resulted in Emma not being confident in her abilities to participate later in life, therefore failing to provide Emma with the competence to excel in volleyball. A lack of perceived competence has been highlighted as a factor which can significantly influence an individual's decision to participation in sporting activities (Jackson and Searle 1985; Bailey et al, 2004; Kirk 2005; Humbert et al, 2008). Furthermore, engaging in competitive classes can deter individuals from taking their sport participation further (Bailey et al, 2004; Allender et al, 2006). This was raised by Tina, who stated her volleyball physical education lessons moved too quickly towards competition, without allowing pupils to fully understand the game. However, Madonia et al, (2014) argue that creating opportunities to partake in competitive sport may be important in sustaining sporting behaviours, which provides support for the National Curriculum including engagement in competitive sports.

Similarly, various factors can contribute to having negative school experiences of physical education, which consequently impacts sport participation levels. Firstly, male dominance in class can deter sustained participation, particularly for females (Allender et al, 2006). This issue was raised by Tina, who said her male classmates often hit the ball very hard, therefore making the lesson an unpleasant experience. Physical education

lessons are an important arena for acting out stereotypical masculine and feminine behaviours (Paechter 2003), due to the association of sporting prowess with hegemonic masculinities (Epstein et al, 2001; Fitzclarence and Hickey 2001), and the subject being directly focused on the body (Paechter 2003). The portrayal of typically masculine behaviours has been studied by Hickey (2008), who describes these behaviours as hyper-masculine – dominant male attributions such as hardness. Tina's experience of her male classmates hitting the ball very hard could therefore be an example of performing hyper-masculine behaviours in order to fulfil the masculine stereotypes. Secondly, a lack of teacher support can lead to pupils having a lack of desire to participate in sport (Allender et al, 2006). Jack raised the concern of having a semi-professional footballer teaching his volleyball lessons during school. This lack of experience could have led to a lack of support for pupils, although this did not deter Jack from participating in volleyball, it may have affected his classmates desire to participate.

Moreover, providing opportunities to participate in sport and physical activity within a school environment is of great importance, with a lack of opportunities resulting in reduced participation (Craike et al, 2009). Three participants highlighted they had no experience of volleyball during school, with a further nine stating their experiences were extremely brief. Furthermore, Sharon identified she didn't have any after school opportunities to participate in volleyball, and Annie stated volleyball wasn't promoted as much as other sports at her school. This lack of opportunity to participate in volleyball may have led to participants finding another activity more appealing, which was another barrier to participation identified by seven participants.

All of these factors contribute to creating negative experiences within physical education, resulting in negative attitudes towards sport and a reduction in participation rates. Kirk (2005) argues that secondary physical education in particular, struggles with promoting positive attitudes towards

sport. This is the arena where many participants' experiences of volleyball were expressed throughout this study.

5.3.1.8 Sport Promotion and Media

Barriers surrounding the promotion and media exposure of volleyball were raised by numerous participants throughout the study. Three participants argued opportunities to participate were not advertised, three stated how volleyball is not often seen on television or in the media, and two felt the sport in general was not advertised enough. When media groups are organised to make a financial profit, sports are selected for coverage based on their entertainment and subsequent revenue generating potential (Coakley 2015). The media therefore desire sports which attract larger audiences (Sage 2002), with sports that are less profitable often being ignored in coverage (Coakley 2015). Volleyball could be viewed as a sport which is unlikely to make a profit for media corporations, resulting in a lack of coverage of the sport in all media platforms.

Furthermore, Jack strongly believed volleyball is not promoted enough, with his university regularly promoting more mainstream sports on campus over volleyball. Sagas et al, (2000) have researched the differences in coverage of sports at universities, finding that baseball is consistently allocated better coverage than softball, due to softball being considered a female sport. Universities could also view volleyball as a female sport, and consequently promote more masculine sports, such as football. Although Koivula (2001) categorises volleyball as a gender neutral sport, football – a sport which Jack stated was promoted more than volleyball – was categorised as masculine. Therefore, universities may promote sports which are seen as traditionally more masculine than sports which are viewed as feminine or gender neutral.

Heather also raised an issue with the promotion of volleyball, particularly within schools for extra-curricular activities or for joining local clubs. Heather stated the school where she currently works only promote sports clubs if they have an established connection. This lack of promotion of available local clubs could result in a lack of opportunity to participate in volleyball, with opportunities directly effecting behaviour (Michie et al, 2011). Opportunity also has the potential to effect motivation (Michie et al, 2011), therefore not promoting opportunities to partake in a local volleyball club could result in low motivation to participate.

This lack of advertisement and promotion could contribute to people not knowing where to participate in volleyball, a barrier identified by thirty-four participants throughout this study and one which is believed to significantly affect participation (Jackson 1983; Craig et al, 1999). Furthermore, as volleyball has little media coverage, viewers are not exposed to role models in the sport – a barrier identified by Vanessa during her interview. A lack of role models has been acknowledged as a factor which can prevent sport participation by Allender et al, (2006) and Bailey et al, (2004), therefore, this could be a significant barrier to participation for many individuals.

5.3.2 Suggested Solutions to Overcome Barriers to Participation

It is important that sport policies strive to make sport available to everyone, whilst opposing inequality and difference (Puig 2016). Furthermore, So et al, (2011) highlight that programmes should be advertised in accordance with values of the benefits individuals seek from sport participation.

Therefore, creating programmes in line with motivations for participation, which are shown in section 4.2, may result in an increased likelihood of the programmes being successful. Moreover, when designing programmes aimed at behaviour change, the key focus in Sport England's 'Towards an Active Nation' (Sport England 2016b), policy makers should

consider what components on the COM-B system could be addressed to achieve behaviour change (Michie et al, 2011). Discussed in section 2.1.4, the COM-B system demonstrates how capability, opportunity and motivation all interact to influence behaviour. Therefore, developing an initiative around one of these components could have a knock-on effect on another component, and ultimately change behaviour.

5.3.2.1 Inter-Personal Factors

During his interview, Jack raised the suggestion of having a more available, better adapted coach, to improve his experiences of volleyball. This may also positively affect the perception of volleyball to others, resulting in an increase in participation. Access to better coaching (n=four) and access to more coaching (n=ten) were also suggested as coaching solutions by online questionnaire participants. Sports coaches or leaders have previously been identified as the most influential reason for sustaining participation (Biddle and Mutrie 2001; Wankel 1980, cited in Sports Coach UK 2007), with coaches also being able to help uptake of sports (Sports Coach UK 2007). Having high quality, appropriately trained and experienced coaches provides individuals with experiences which can encourage them to sustain their sporting participation (Sports Coach UK 2007). Therefore, Jack's suggestion of having a more available, better adapted coach may provide individuals with experiences which encourage long term volleyball participation. Additionally, Sport England (2016b) have stated they will develop a new coaching plan, which will include a competency framework in order to deliver coaching which meets the needs of all customers.

Similarly, Stacey suggested having keen leaders as mentors for young individuals. Having leaders at sessions is more likely to retain participants, as they act as inspirational individuals who motivate others to begin and sustain their participation in sport (Sports Coach UK 2014). These leaders

may act as role models to young individuals, resulting in an increased uptake of volleyball within younger generations.

5.3.2.2 Facilities, Equipment and Clubs

Within the 2012 policy, 'Creating a Sporting Habit for Life: a New Youth Sport Strategy', it was stated that £160 million was to be spent on creating new and upgraded sport facilities, including giving investment to schools to open their facilities to the public (DCMS 2012). An initiative such as this could combat the issue of having a lack of facilities, and could be used to adapt schools current facilities to cater for volleyball's needs – as suggested by Emma. Additionally, as three in four sports halls are located in schools (DCMS 2012), this investment could also achieve Denise's suggestion of having equipment in schools whilst also serving Jack's suggestion to have facilities with complete necessary equipment. Having better equipment has also been found to help increase participation levels (Allison et al, 2005), therefore providing funding for better facilities and equipment could prove effective.

Tracey Crouch, the Minister for Sport, argued within her foreword of HM Government's (2015) 'Sporting Future' for a specific remit for encouraging sport outside of school, as well as inside school. Four participants in this study argued for creating public volleyball facilities in parks or other grass areas, with Richard believing such an initiative would dramatically increase participation levels. Having readily available and accessible facilities is extremely important in encouraging participation (Koon et al, 2014).

Furthermore, Ruth believed having clubs locally was important to improving participation levels, particularly for individuals who do not have access to a car. Similarly, twenty-four online questionnaire participants felt local facilities would help increase their volleyball participation, with a further six identifying establishing a local club as another possible solution. As people often participate in activities which are close to their home

(Craike et al, 2009), having clubs, or sessions and facilities for those who wish to play recreationally, which are in close proximity to people's homes may prove effective in increasing participation (Allison et al, 2005).

Finally, Vanessa suggested having more beach courts available, as she believes this would appeal to herself and others as a form of volleyball. Kirk (2005) argues that in order to increase participation, it is important to provide as many opportunities to participate which are of interest to individuals as possible. Therefore, if individuals are interested in playing beach volleyball, offering opportunities to do so could result in an increase in participation.

5.3.2.3 Education Experiences

As mentioned in section 5.3.1.7, decisions regarding sports participation often reflect past education experiences, which when negative, can have a significant effect on motivation to participate in sport later in life (Coakley and White 1992). It is therefore vital that physical activity during childhood creates positive attitudes, in order to make such activities enjoyable and to sustain active lifestyles during adulthood (Godin and Shephard 1986, cited in Fairclough et al, 2002). The following paragraphs discuss various avenues suggested by participants in this study, as to how to improve volleyball participation in relation to school experiences.

The opportunities available to pupils during school often determine later sport participation (Craike et al, 2009), with improving participation relying on having as many opportunities to participate as possible (Kirk 2005). Additionally, those who participate in sport as a child are more likely to participate in sport as an adult (DCMS 2011), with Smith et al, (2015) finding those who often participate in sport aged ten are significantly more likely to participate later in life. Therefore, ensuring volleyball is included in physical education lessons may result in more pupils participating in

volleyball past their schooling careers. Similarly, offering after school clubs in the sport, as suggested by Sharon, provides more opportunities for pupils to engage in volleyball, again increasing the likelihood of future participation. However, extra-curricular opportunities and experiences have been found to benefit more able students (Penney and Harris 1997), and are perceived as an extension of physical education (Kirk 2010). After school volleyball sessions may therefore only benefit higher ability students and may still possess issues surrounding physical education.

As well as including volleyball within lessons, Lee suggested volleyball lessons should be more organised and better taught, in order to increase pupils' confidence in their abilities. It has been found by Rottensteiner et al, (2015) that players with a higher perceived competence report higher levels of relative autonomous motivation – a combination of perceived competence, task and ego orientation levels. Individuals with higher levels of relative autonomous motivation showed a greater persistence in organised sports. Enhancing perceived competence could be achieved through creating an environment in physical education which changes students' opinions of their competence (Graydon 1997).

Increasing perceived competence could also be achieved through sending coaches into schools (Wesport 2016), as suggested by Jake and Denise. Denise also suggested educating teachers on the sport as a solution to increasing participation. External coaches can support physical education lessons via their expertise (Sport England 2016w), as well as transferring their knowledge to physical education teachers (Sport England 2016w; Wesport 2016). However, having coaches run physical education lessons raises questions about the degree to which teachers are involved in the planning and delivery of lessons, thus effecting their knowledge and confidence in the area (Smith 2015). Teachers must therefore be actively involved in the planning and delivery of lessons, in order to improve their knowledge and confidence in the sport. Although generally used within primary physical education, external volleyball coaches could be used

within all levels of physical education, in order to enhance teacher knowledge and provide positive experiences of the sport.

However, Fairclough et al, (2002) stress the importance of physical educators knowing which activities students feel have the greatest carry over value into adult life. They argue that team games, such as volleyball, are less likely to be carried over to adult participation than lifetime activities, such as tennis. It is therefore important for teachers to be aware of student values and provide more opportunities for students to experience the activities they value most.

5.3.2.4 Sport Promotion and Media

Enhancing awareness of opportunities and facilities can act as a solution to increasing participation (Humpel et al, 2002; So et al, 2015), as suggested by forty-six participants in this study. Four participants also suggested increasing advertising of volleyball and available facilities, clubs and events through social media. Craig et al, (1999) found that seventeen per cent of their participants felt more information about physical activity via the internet would help them become more active. This could be translated to volleyball participation, by providing more information via the internet about volleyball and how to become involved in the sport. Sporting national governing bodies often use social media as a communication tool (Eagleman 2013), therefore increasing the communication of available facilities, clubs and events through social media may be effective in enhancing awareness of opportunities and increasing participation.

Craig et al, (1999) also found having more information about physical activity via the media would help individuals to become more active. This could be attributed to various forms of media, for example newspapers, magazines and television. Increasing awareness of volleyball and available opportunities within newspapers was suggested by Lee, with

Vanessa suggesting magazines as another advertising avenue. Similarly, sixteen participants suggested increasing advertising of the sport as a whole. By having more information about how to become involved in volleyball across various media sources, a wider range of individuals could be reached, for example, advertising in newspapers and on television could reach individuals who do not use social media. Reaching a wider audience would increase the likelihood of increasing participation levels, as more individuals would be aware of the available opportunities to participate.

In addition, Vanessa and Charlotte suggested volleyball having greater television exposure, in order to interest more people in the sport. Coakley (2015) discusses how exposure to a sport on television has been linked to uptake in that particular sport, however, this uptake was generally short term. Similarly, Boardley (2013) found potential for a short term effect of viewing the Olympic Games on sport motivation. An increased exposure of volleyball on television could therefore result in an increased short-term motivation to participate in the sport, whilst also providing role models for viewers – a barrier highlighted by Vanessa. However, this motivation would need to be prolonged by providing other appealing initiatives, in order for participation to be sustained long term.

Furthermore, So et al, (2015) identify providing opportunities for passive participation as another solution to increase participation. This type of opportunity was mentioned by Jane, who stated she would like to see advertising of local events to spectate at, due to feeling unable to actively participate due to her age. This could be a potential initiative which may interest many elderly individuals who are interested in the sport, but feel they are too old to participate themselves. Within HM Government's (2015) 'Sporting Future', it is argued everyone should be 'encouraged and supported to engage in sport and physical activity in whatever way is best for them.' (HM Government 2015, p.19). Additionally, the new sport participation survey, Active Lives, recognises spectating at sport events as

a form of sports participation (Sport England 2016h). Therefore, if Jane wishes to only spectate at sporting events, she should be supported to do so and her engagement in sport would be recorded within Active Lives.

5.3.2.5 Financial Commitment

A common suggestion was making sessions free, in order to give people an initial incentive to begin participating in volleyball. Similarly, fourteen online questionnaire participants suggested cheaper sessions would increase their volleyball participation. Reduced programme fees is a suggestion which could increase participation levels (Allison et al, 2005), and which would be welcomed by many individuals.

In addition, Craig et al (1999) suggest that taster sessions lead to increased opportunities to try an activity, resulting in increased levels of activity; this suggestion was raised by six participants in this study.

5.3.2.6 Session Programming

Another common suggestion was having beginner sessions, in order to learn the basic skills of the sport and develop confidence levels. Although a popular suggestion, little research has been conducted surrounding beginner sessions and their effect on skill development, confidence, and increasing participation. However, research by Craig et al, (1999) suggests providing coaching or instruction at a range of ability levels, including beginner classes, may encourage more individuals to become active.

Faith and Mark suggested sessions should be created to increase people's interest in volleyball, with Faith suggesting glow in the dark sessions and Mark suggesting combining children's volleyball holiday sessions with other sports. Kirk (2005) argues in order to increase

participation, it is important to provide as many opportunities to participate, that are of interest to individuals, as possible. Additionally, Volleyball England's vision involved creating innovative and exciting new opportunities for people to participate in and enjoy volleyball (Volleyball England 2011a). Therefore, by offering sessions of interest to individuals – be that glow in the dark or combining sessions with another sport – people are more likely to want to participate. Furthermore, offering holiday sessions for children in volleyball provides young people with an opportunity to participate in the sport outside of a school setting. This lack of opportunity to participate locally outside of school was identified as a barrier by four participants within this study. Providing holiday sessions would consequently combat this barrier and provide children with an opportunity to participate in volleyball. As previously stated, opportunity has the possibility to influence motivation, which both directly affect behaviour (Michie et al, 2011). Thus providing volleyball holiday sessions gives young people an opportunity to participate, which may have a positive effect on their motivation to participate, both of which may have a positive effect on their behaviour, i.e. their participation in volleyball.

Faith also made the suggestion of having professional volleyball players attend sessions, which she believes would inspire others to participate regularly. Professional sporting success has been shown to increase demand within amateur level sport (Mutter and Pawlowski 2014), therefore, providing individuals with a role model may encourage them to participate in volleyball. A lack of role models was a factor preventing Vanessa from participating in volleyball; initiatives such as this may provide individuals with an inspirational role model to aspire towards. However, professional success is most influential to those who already participate, along with the relevance of role models and similarity between role models and individuals predicting motivational effect (Mutter and Pawlowski 2014).

Additionally, Nathan argued for volleyball sessions to suit his needs, as he is over seventy years old with arthritic knees. Maria also raised the solution of having less competitive sessions for older individuals. Many retired individuals feel only certain forms of exercise are suitable for their age group, anything which is considered too strenuous is deemed unsuitable (Sport England 2006). The majority of older individuals may also feel this way, therefore offering an activity which they feel is more suitable for their age and needs, may improve participation levels within older individuals. Within HM Government's (2015) 'Sporting Future', emphasis is placed on ensuring that everyone is 'encouraged and supported to engage in sport and physical activity in whatever way is best for them.' (HM Government 2015, p.19). Therefore, if it is best for the elderly to participate in a form of volleyball which suits their needs, they should be encouraged and supported to participate in this way. Moreover, Sport England (2016b) prioritises investment to target participation levels in under-represented groups, including the elderly. Therefore, using investment to create initiatives suitable and appealing to older generations may significantly improve participation levels within this group. Consequently, if Volleyball England show their initiatives are increasing participation levels within under-represented groups, they may be in a better position to receive more investment from Sport England in the future.

Another session related suggestion came from Ruth, who believed she and others would benefit from female only sessions. A further ten online questionnaire participants indicated male/female only sessions as a solution to increase their volleyball participation. Although female only sessions have been discussed as a potential way to increase female sport participation (Sport England 2016x), there has been little research conducted to test this theory. Instead, mixed-sex classes have been found to increase physical activity levels (McKenzie et al, 2004), skill development and social support (Hill et al, 2012). Although these studies relate to physical education lessons, they could be translated into wider

sport participation past school years. More research into the effectiveness of female only sessions on participation needs to be completed, in order to justify using such initiatives to increase participation levels.

Finally, Ruth also discussed having multiple sessions throughout the week to choose from, including another evening session slot. This suggestion was also raised by Emma, with a further thirty-four online questionnaire participants stating time slots to fit around their lifestyles would increase their volleyball participation. Having timings that fit around routines has been identified as a possible solution to increasing participation, particularly for women (Sport England 2016x). However, this solution is not discussed in relation to male participation, therefore, research must be conducted to discover if it would be effective for both sexes. Nevertheless, providing female only sessions at times that fit women's lifestyles may be successful in increasing female volleyball participation. As females are an under-represented group, Sport England prioritises investment to target participation in such groups (Sport England 2016b); therefore, Volleyball England could benefit from additional investment from Sport England to run such an initiative to target female participation.

Chapter 6: Conclusion

In order to discover how this research can be contextualised in the broader landscape of sport policy, below is a revised form of the policy process (Figure 2, page 11). The below figure identified how the process of identifying a policy area, setting objectives and choosing options is continuous and cyclical. It is often the case that the chosen options can affect the chosen policy area and set objectives, therefore these three processes can be visited numerous times before a final policy draft has been established. In addition, the red text in the below diagram demonstrates how this study has impacted certain areas of the policy process.

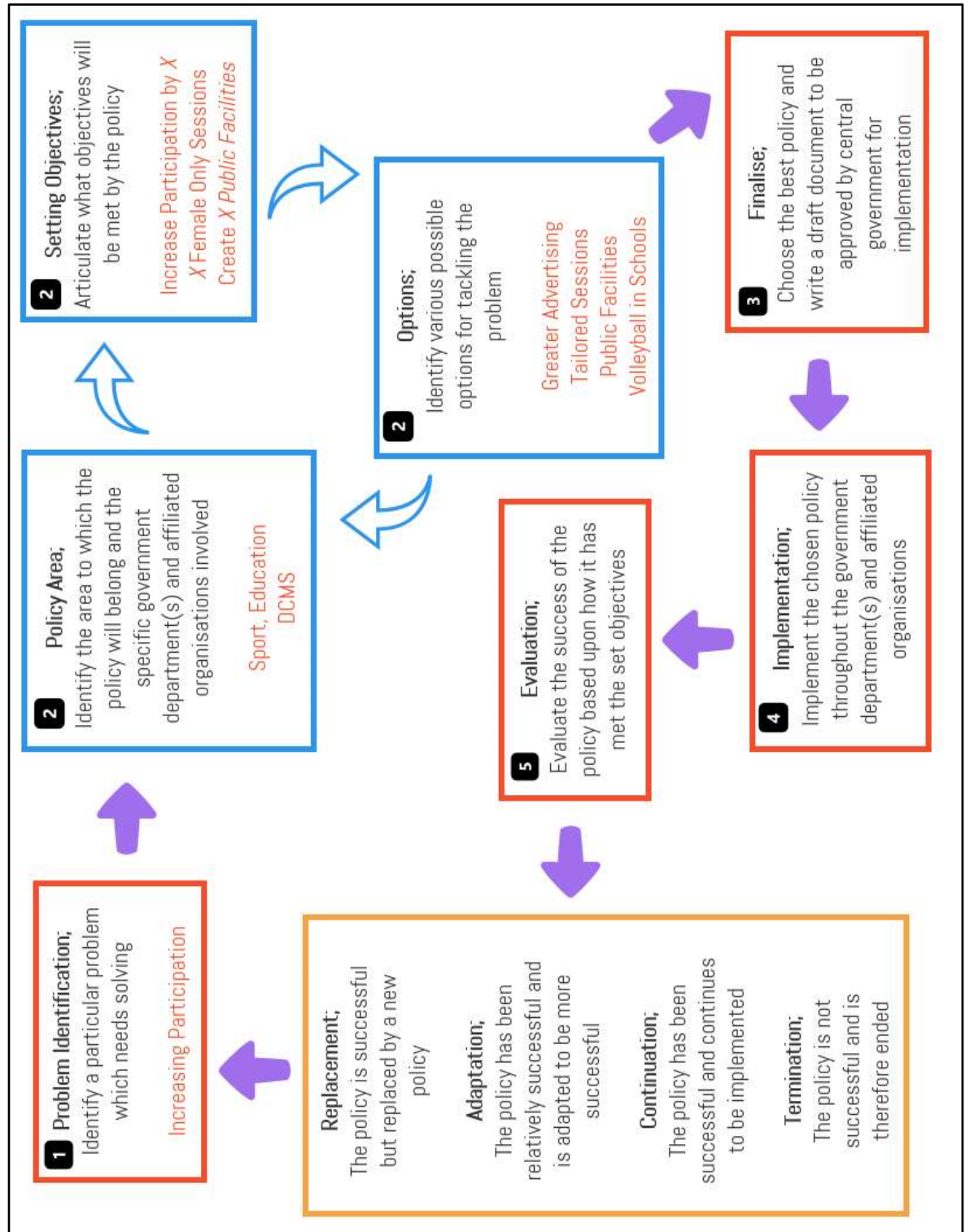


Figure 19 - Updated Policy Process

Furthermore, the liked aspects of volleyball, the barriers to participation and the suggested solutions to overcome those barriers contributes to Volleyball England having an in-depth understanding of their customers' needs and desires, along with an insight into how to tailor participation programmes to suit these needs. As this is what is required of NGBs (HM Government 2015; Sport England 2016b), if Volleyball England can demonstrate their ability and success in implementing these suggested solutions, they are more likely to receive a higher level of investment from Sport England in the future.

The major limitation within this study was the fact that quantitative data could not be statistically analysed, therefore statistical significance and correlations could not be established. This was, however, outweighed with the vast amounts of detailed qualitative data collected from various research methods. This data allowed an in-depth understanding of barriers to volleyball participation, and discovered potential solutions to overcome those barriers. In addition, the quantitative data collected during this study could still prove useful for Volleyball England, as they can easily view where volleyball is mostly played, how often etc.

Other limitations revolve around the data collection methods utilised throughout this study. Firstly, by using online questionnaires, the sample is limited to internet users (Sue and Ritter 2007; Fowler 2014; Bryman 2016), therefore reducing the representativeness of the findings. Secondly, the use of telephone interviews results in the researcher not being able to use visual cues as extra information (Opdenakker 2006; Walliman 2006; Berg 2009; Denscombe 2010). Finally, the telephone interviews only yielded a forty per cent response rate, which was under the average of 52.7 per cent (Baruch and Holtom 2008). However, these limitations were reduced by using other data collection methods throughout the duration of this study, which collected rich, detailed qualitative data delving into how to increase volleyball participation.

The significance of this study lies in the suggested solutions to increase recreational volleyball participation, as Volleyball England can use these suggestions to tailor their participation programmes in order to increase participation. Additionally, the rigorous methods used throughout the study provided thorough research into the subject area – rather than subjective one sided ‘facts’ collected through methods NGBs often use to collect ‘insight’. This allowed the study to comprehensively review what prevents individuals from participating in volleyball, and what could potentially be done to overcome those barriers.

It is, however, important to note that the suggested solutions identified within this study are merely ideas from participants about how to increase their volleyball participation. The study provides no evidence into how successful these suggestions would be, or if they are even viable suggestions. This is important to consider as although the main barriers identified within this study were in relation to time, education and facilities, the main barrier to actually increasing participation is a lack of investment – as identified by Taylor (2013). In addition, as NGBs can only secure an increased amount of funding if they meet or exceed their participation targets (DCMS 2002), it could be argued that the sport development sector sets up NGBs for failure, without giving them the opportunity to implement the desired programmes which could actually have the biggest effect on sport participation levels.

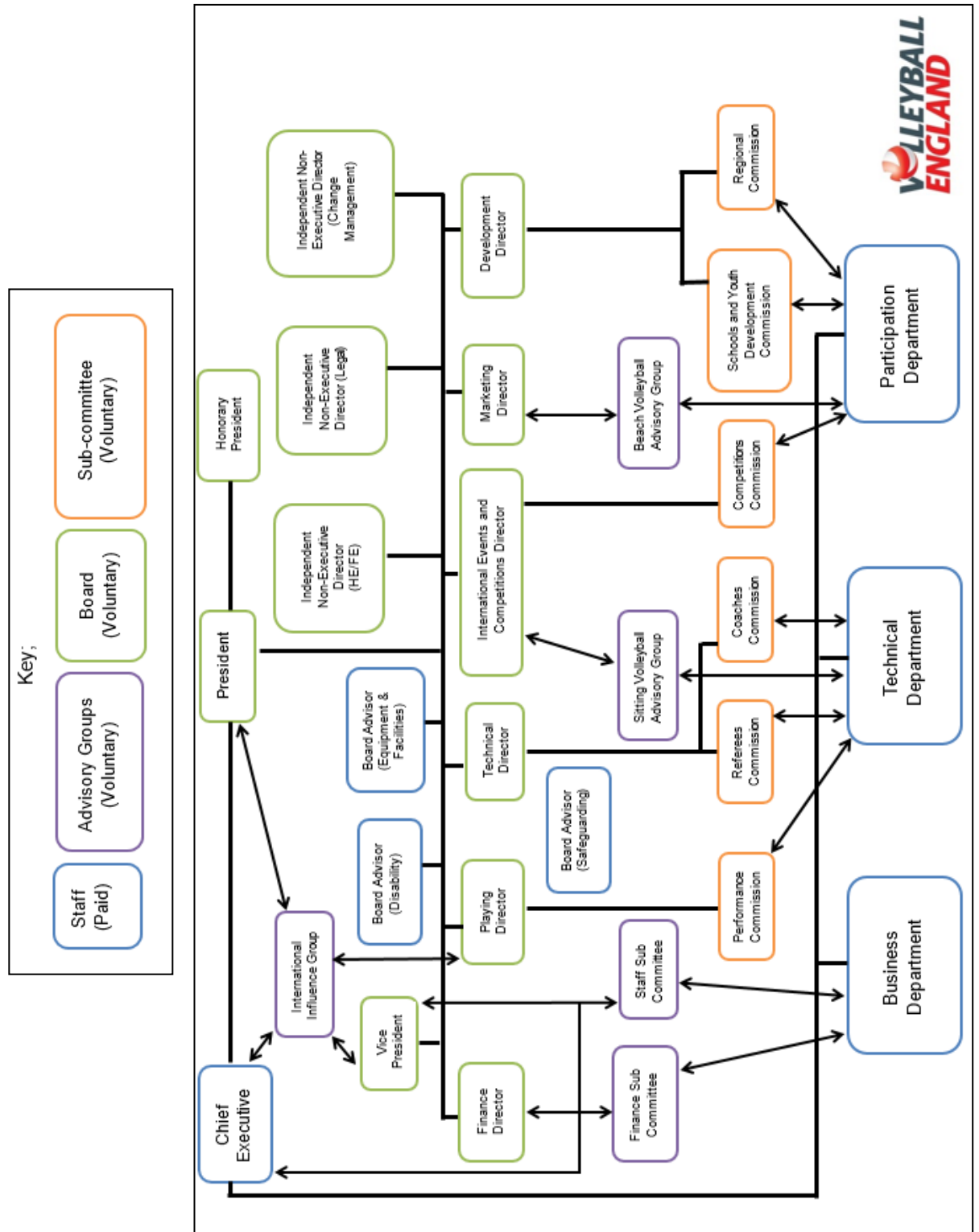
Moving forward, the recommendation to Volleyball England, and other NGBs seeking to increase their recreational participation, would be to conduct more research into the barriers to participation and solutions to overcome those barriers. In addition, Priest et al (2008) have identified that there are no studies evaluating the effectiveness of interventions employed by sporting organisations to increase sport participation. They argue until this is carried out, is it not possible to make sound recommendations for practice, or to understand the impact such programmes have across the population. Therefore, research would need

to be conducted to discover if the suggested solutions within this study could be viable and successful options to increase volleyball participation. This would result in the 'evidence' Sport England and the Government are looking for, as it would demonstrate that the solutions NGBs implement are successful in increasing sport participation.

Finally, it is important for NGBs to move forward in data collection and analysis, by conducting thorough research projects into their customers' needs and desires which explore the vast number of reasons for a lack of participation in sport – rather than collecting data which only demonstrates the 'insight' which is required by Sport England. This will allow NGBs to truly understand their customers, and will provide them with the detailed information they need to improve their customers' experiences. Consequently, NGBs will have the knowledge and understanding to create scheme which will appeal to their customers, resulting in an increased likelihood of their participation targets being met.

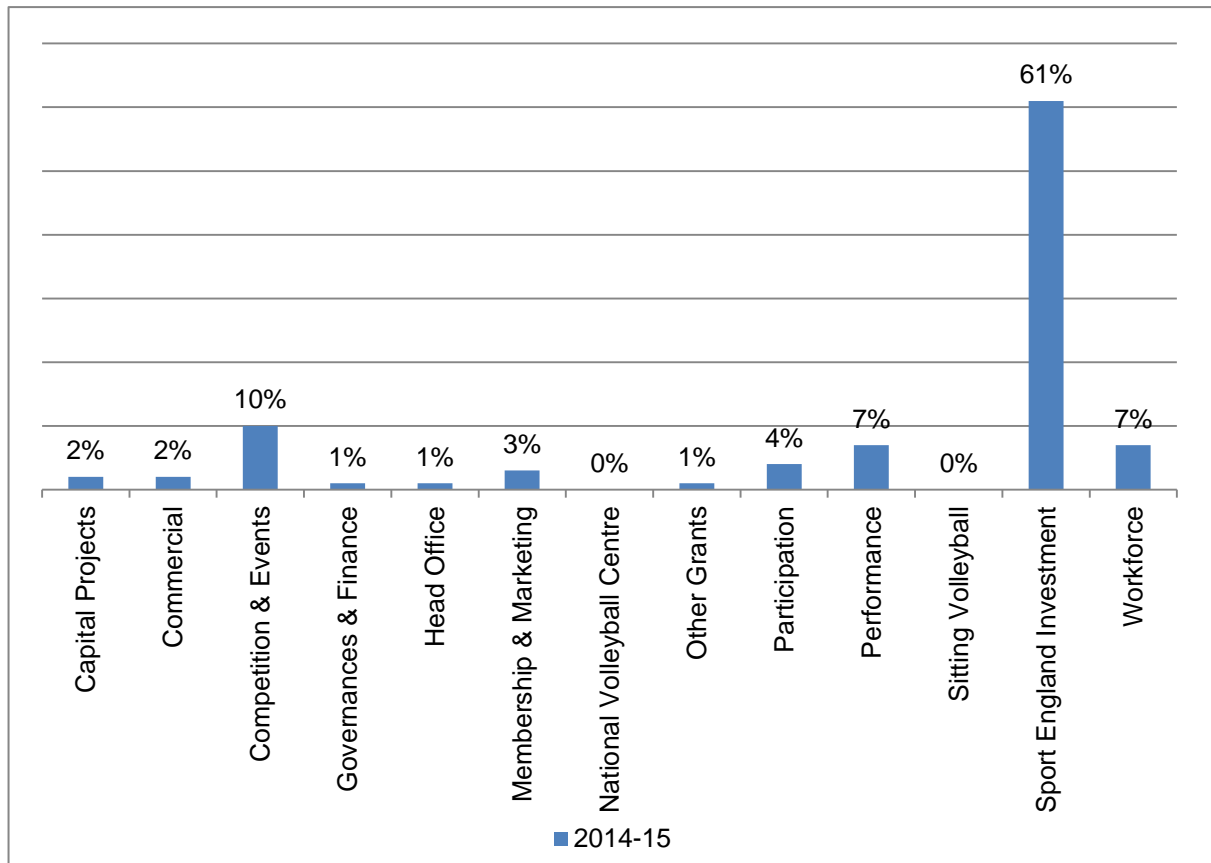
Appendices

Volleyball England Staffing Structure



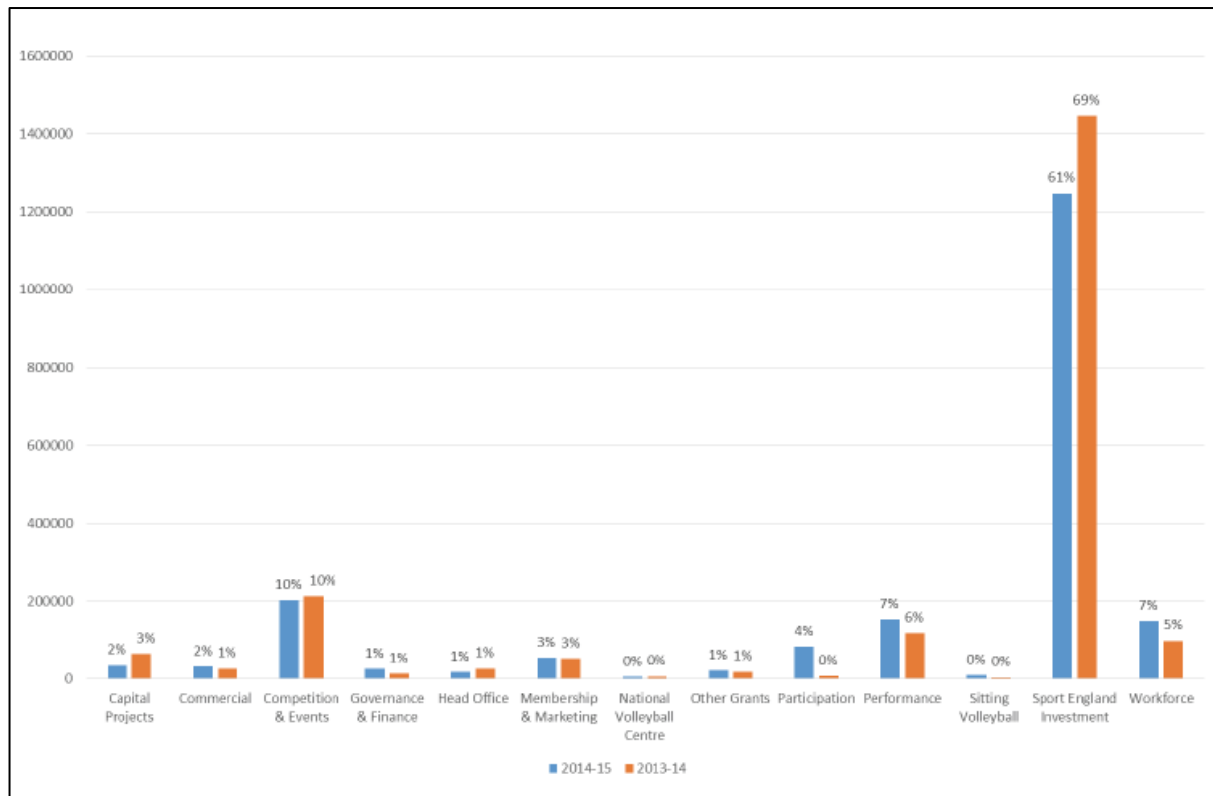
Appendix Two

Volleyball England Income 2014-15 (Volleyball England 2015a)



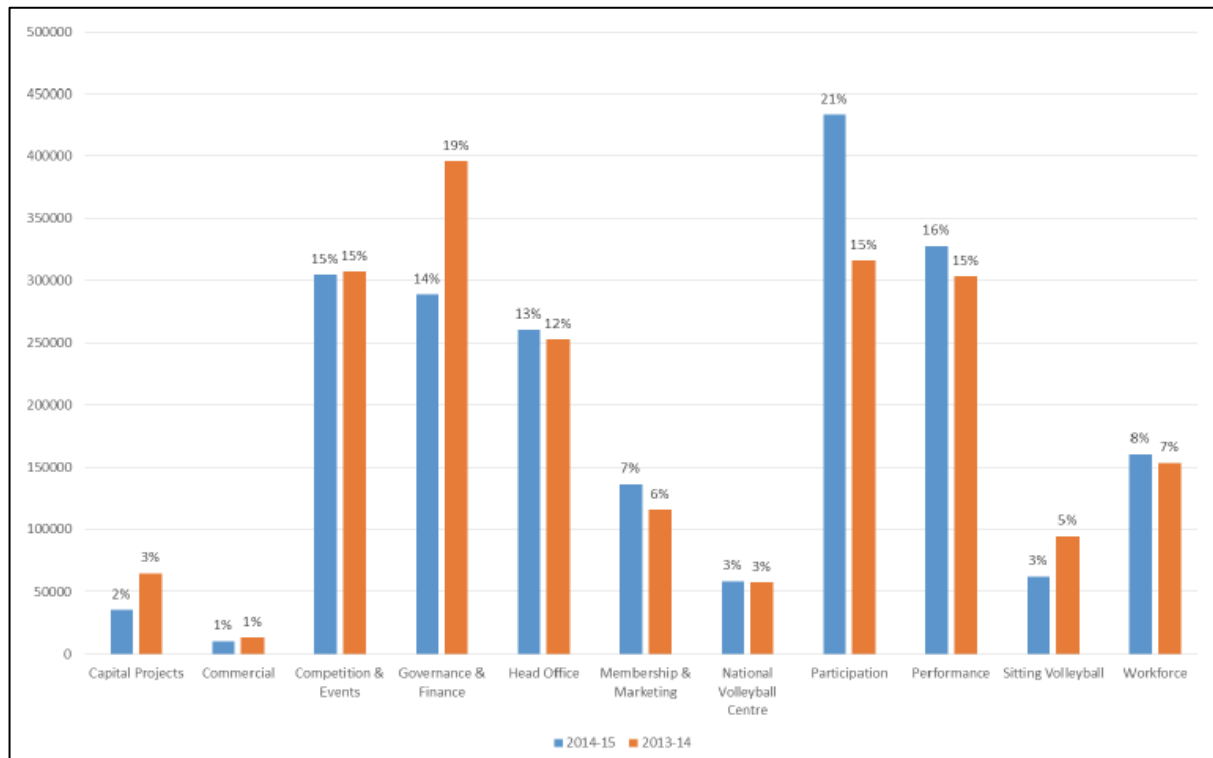
Appendix Three

Volleyball England Income 2013-15 (Volleyball England 2015a, p.36)



Appendix Four

Volleyball England Expenditure 2013-15 (Volleyball England 2015a, p.36)



Appendix Five

Success Outcomes for 2013 (Volleyball England 2013b, p.7)



• OVER HALF A MILLION PEOPLE EXPERIENCING VOLLEYBALL FOR THE FIRST TIME

Over 1,500,000 people of all ages have experienced volleyball for the first time as regular or casual players, coaches, officials, volunteers, spectators and members. 1,000,000 people experienced volleyball for the first time as spectators at the London 2012 Olympic and Paralympic Games.



• 4 WORLD CLASS CEV/FIVB EVENTS DELIVERED

We have hosted the CEV Beach Masters (Blackpool, 2009), the FIVB World U21 Beach Championships (Blackpool, 2009) and the ECVD Continental Cup for Sitting Volleyball (Kettering, 2011). In addition Volleyball England provided significant support for the delivery of the Olympic 'Test Event' and the London Olympic and Paralympic Games in 2012.



• 10 PERMANENT BEACH VOLLEYBALL FACILITIES ESTABLISHED

Through committed partnership working we have matched every pound of Sport England capital investment in this area with £4 of additional funding through a combination of local partners, lottery bids and in kind donations of sand from LOCOG following the Olympic Test and Games itself. The final result has seen circa £1.5 million delivering 12 permanent facilities with a total of 36 courts added to the existing facility stock across the country now available for regular beach volleyball activity.



• 8,000 YOUNG PEOPLE ENJOYING VOLLEYBALL IN CLUBS

Over 24,500 young people enjoy volleyball in clubs or activity linked to clubs as players, leaders, officials and volunteers. They have been introduced to the sport by local club activity linked to schools, the Community Development Coach network, Change4 Life Sports Clubs, Premier League 4 Sport and the mygames projects.



• 10,100 MORE ADULTS PLAYING VOLLEYBALL WEEKLY

Currently there are 27,500 people playing volleyball on a weekly basis. The Go Spike campaign (launched July 2011) has engaged over 36,000 adults in volleyball activity, converting at least 5,000 into regular participants. Whilst these figures have not had the desired impact on the Active People Survey results to date we are confident that it has helped to raise the profile of the sport and increased visibility with over 450,000 people experiencing volleyball at least once in 2012 according to the Active People Survey.

Appendix Six

Ethical Approval



05/02/16

Ethical Approval Confirmation

Proposer: Jade Hills

Proposal title: What can be done to increase casual/recreational participation figures within Volleyball England

Dear Proposer

Your research proposal has now received ethical approval from the Institute for Sport and Physical Activity Research Ethics Committee.

Approval number: 2016ISPAR002

Please note that if it becomes necessary to make any substantive change to the research design, the sampling approach or the data collection methods a further application will be required.

Please be advised that your research project may be subject to an ethical audit at any given time. If you require any further information please contact the ISPAR Ethics Chair, Dr Laura Charalambous.

You are now clear to proceed with the data collection for this project.



Kind Regards



Dr Laura Charalambous (ISPAR Ethics Chair)

Appendix Seven

Online Questionnaire



Participation Survey: University of Bedfordshire and Volleyball England

Some information about you....

* 2. Are you...

☐ Male ☐ Female ☐ Prefer not to say

* 3. What is your postcode?

* 4. How old are you?

☐ 18-21 ☐ 31-35 ☐ 51-54
☐ 22-25 ☐ 36-45 ☐ 55+
☐ 26-30 ☐ 46-50

* 5. Which of these best describes your ethnic background?

25%

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Participation Survey: University of Bedfordshire and Volleyball England

Some information about you...

* 6. What is your current working status?

- ☐ Employed Full Time ☐ Student/in full time education
- ☐ Employed Part Time ☐ Retired
- ☐ Unemployed
- ☐ Other (please specify)

* 7. Do you consider yourself to have a disability?

- ☐ Yes ☐ No



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Next



Participation Survey: University of Bedfordshire and Volleyball England

Your Volleyball Participation

* 8. Which of the options below describes your CURRENT participation in volleyball? (Tick all that apply)

- | | |
|-------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Club player | <input type="checkbox"/> Social or Recreational player |
| <input type="checkbox"/> University or College player | <input type="checkbox"/> I don't currently play |
| <input type="checkbox"/> Other (please specify) | |

* 9. What forms of volleyball have you played? (Tick all that apply)

- | | |
|---------------------------------|----------------------------------------------|
| <input type="checkbox"/> Indoor | <input type="checkbox"/> Sitting |
| <input type="checkbox"/> Grass | <input type="checkbox"/> I have never played |
| <input type="checkbox"/> Beach | |



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Participation Survey: University of Bedfordshire and Volleyball England

Your Volleyball Participation

* 10. Where do you play, or have previously played, volleyball? (Tick all that apply)

- | | |
|------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> Beach | <input type="checkbox"/> University team |
| <input type="checkbox"/> Park | <input type="checkbox"/> Recreational University session |
| <input type="checkbox"/> Sport Centre | <input type="checkbox"/> Competitive Volleyball Club |
| <input type="checkbox"/> After School or College club | <input type="checkbox"/> Recreational Volleyball Club |
| <input type="checkbox"/> School or College PE lesson | <input type="checkbox"/> Volleyball England Event e.g. Go Spike Big Weekend |
| <input type="checkbox"/> School or College volleyball team | <input type="checkbox"/> Nowhere, I have never played |
| <input type="checkbox"/> Other (please specify) | |

* 11. How often do you currently play Volleyball?

- | | | |
|------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------|
| <input type="radio"/> 0 - I don't currently play | <input type="radio"/> 2-3 times per week | <input type="radio"/> A few times a month |
| <input type="radio"/> 0 - I am currently injured and cannot play | <input type="radio"/> 4-5 times per week | <input type="radio"/> Occasionally (e.g. In the summer or at the weekend) |
| <input type="radio"/> Once a week | <input type="radio"/> 6+ times per week | <input type="radio"/> A couple of times per year (e.g. At the Go Spike Big Weekend) |

* 12. Do you wish to participate more often in Volleyball?

- ☐ Yes ☐ No



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Participation Survey: University of Bedfordshire and Volleyball England

Likes and Dislikes...

* 13. What do you like about Volleyball? (Tick all that apply)

- | | | |
|-------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Being competitive | <input type="checkbox"/> Improving my skills | <input type="checkbox"/> Learning new skills |
| <input type="checkbox"/> Being part of a team | <input type="checkbox"/> It's good to play a sport | <input type="checkbox"/> Meeting new people |
| <input type="checkbox"/> I enjoy a challenge | <input type="checkbox"/> It's fun and enjoyable | <input type="checkbox"/> Socialising |
| <input type="checkbox"/> I enjoy winning | <input type="checkbox"/> Keeping Fit | <input type="checkbox"/> Nothing, I don't like volleyball |
| <input type="checkbox"/> Other (please specify) | | |

* 14. What STOPS you from playing Volleyball more often? (Tick all that apply)

- | | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> Access to facilities is limited or non-existent | <input type="checkbox"/> I prefer other activities |
| <input type="checkbox"/> Facilities are too expensive | <input type="checkbox"/> I wasn't made to feel welcome by other members |
| <input type="checkbox"/> I am injured | <input type="checkbox"/> Lack of time |
| <input type="checkbox"/> I don't enjoy volleyball | <input type="checkbox"/> Membership is too expensive |
| <input type="checkbox"/> I don't know where I can play | <input type="checkbox"/> My disability prevents me from playing |
| <input type="checkbox"/> I don't like the competitiveness | <input type="checkbox"/> No local clubs |
| <input type="checkbox"/> I have other commitments | <input type="checkbox"/> Poor coaches |
| <input type="checkbox"/> Other (please specify) | |



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Participation Survey: University of Bedfordshire and Volleyball England

What would you like to see?

* 15. What, if anything, would make you want to play Volleyball more often? (Tick all that apply)

- | | |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Access to better coaching | <input type="checkbox"/> Local facilities |
| <input type="checkbox"/> Access to more coaching | <input type="checkbox"/> Male/Female only sessions |
| <input type="checkbox"/> Age-group sessions | <input type="checkbox"/> More competitive sessions |
| <input type="checkbox"/> Better facilities | <input type="checkbox"/> More equipment |
| <input type="checkbox"/> Cheaper club membership | <input type="checkbox"/> More events like the Go Spike Big Weekend |
| <input type="checkbox"/> Cheaper sessions | <input type="checkbox"/> More fun sessions |
| <input type="checkbox"/> Disability specific sessions | <input type="checkbox"/> More merchandise |
| <input type="checkbox"/> Improved/Increased access to facilities | <input type="checkbox"/> More welcoming environment |
| <input type="checkbox"/> Knowledge of where I can play | <input type="checkbox"/> Time slots to fit my lifestyle (e.g. early evening, weekends, morning etc) |
| <input type="checkbox"/> Less competitive sessions | <input type="checkbox"/> Wider volleyball coverage in the media |
| <input type="checkbox"/> Local club established | <input type="checkbox"/> Nothing |
| <input type="checkbox"/> Other (please specify) | |



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Participation Survey: University of Bedfordshire and Volleyball England

We would love some more information...

Thank you for completing this questionnaire. We would love to get some more information from you about what would get you participating in volleyball more often! If you are happy to be contacted at a later date for a short telephone interview, please leave your contact details below. If you are selected for an interview, you will first be emailed to set up a telephone interview. If you do not wish to be contacted, please leave blank.

16. Contact Details

Name

Email Address



Phone Number



Prev

Done

Online Questionnaire Information Letter and Informed Consent

Participation Survey: University of Bedfordshire and Volleyball England

What can be done to increase casual/recreational participation figures for Volleyball in England?

This survey is part of a joint research project between the University of Bedfordshire and Volleyball England. You are being invited to take part in this survey, but before you do it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully, ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

What is the purpose of this survey?
The aim of the survey is to discover the demographics of the casual/recreational volleyball player population along with any barriers to participation these individuals may face. In addition, you will be asked what you would like to see Volleyball England do in order to tackle the barriers you mention so you could increase your participation in volleyball.

Why have I been chosen to participate?
You have been chosen to participate in this study because you are either a casual/recreational volleyball player with Volleyball England, you are not currently participating in volleyball or you are a registered student at a University in England. You must be over 18 years old to participate in this study.

Do I have to take part in the study?
It is up to you to decide whether or not to participate in this study. If you do decide to participate you will be asked to state that you have read and understood this information letter and give your consent to participate. You are free to withdraw from the study at any time, all data you have provided up until that point will be removed.

What happens if I take part in the study?
This survey involves 15 short questions, which will take no longer than 15 minutes. The questions involve some basic information about yourself, your motivations for participating in volleyball, any barriers to your participation and what you feel could be done in order to increase your participation in volleyball. You will also be asked to leave your contact information to be contacted at a later date for a short telephone interview, you do not have to do this.

Will my taking part in this study be kept confidential?
All information collected during the course of this research will be kept strictly confidential. Any information about yourself will have your name replaced with a pseudonym so that you cannot be recognised from it. All data will be stored securely using a password protected online storage, any hard copies of data will be secured in a locked draw to which only the principle investigator will have access to. All contact information will be destroyed after the completion of the research.

What will happen to the results of this research study?
Data will be presented to Volleyball England on completion and potentially published.

Who do I contact in case I have any questions or require further information about the research project?
Please contact the principle investigator, Jade Hills, at jade.hills@study.beds.ac.uk. Alternatively you can contact research supervisors Helen Ives (helen.ives@beds.ac.uk) or Stuart Wilson (stuart.wilson@beds.ac.uk). For someone independent from the study, please contact Laura Charalambous (laura.charalambous@beds.ac.uk).

This study has been ethically approved by the University of Bedfordshire with approval number 2016ISPAR002

Thank you for considering participating in this study

*** 1. Please state whether you agree to participating in this study and that you are over 18 years old.**

☐ Yes, I confirm I am over 18 and consent to my participation in this study.
 ☐ No, I disagree


12%

Next

Appendix Nine

Email Sent to Telephone Interview Participants

University of Bedfordshire Mail - Volleyball Participation Survey: Follow Up Interview Page 1 of 2



Jade Hills <jade.hills@study.beds.ac.uk>

Volleyball Participation Survey: Follow Up Interview

Jade Hills <jade.hills@study.beds.ac.uk>
To: [REDACTED]

4 May 2016 at 12:34

Dear [REDACTED]

Thank you for recently participating in my online masters survey about volleyball, in which you indicated that you were happy to be contacted at a later date for a short telephone interview. You have been randomly selected to participate in an interview with myself, to discuss in more detail the barriers to your participation and what strategies you would like to see implemented to tackle those barriers.

The interview will last no more than 30 minutes and will be recorded for later analysis. Please note that the interview cannot take place until you have consented to do so. Additionally you have the right to withdraw from the study at any time during the interview.

Please find attached a copy of the information letter for the telephone interview. Please take the time to read this through and ask any questions you may have, feel free to save or print the document for your records.

The interviews will take place between **Monday 23rd May - Sunday 5th June**. If you wish to participate in the interview, please reply to this email by **Wednesday 11th May** with the following statement:

'I consent to participating in this study and agree to be contacted for an interview'

After this statement, please indicate the day(s) which you would prefer to be contacted from the stated dates above, along with a preferable time slot from the following:

10:00 - 12:00

12:00 - 14:00

14:00 - 16:00

16:00 - 18:00

18:00 - 20:00

20:00 - 22:00

If you have a specific date and time you wish to be contacted, please specify and I will try my best to accommodate this. Please note these time slots are on a first come, first served basis. If the day and time slot you have selected is not available, I shall contact you via email to arrange another suitable time.

In addition, please include a confirmation of the phone number you wish to be contacted on. You will be sent a reminder email with a confirmation of your interview day and time at least 48 hours before the interview is due to take place.

If you do not wish to participate in the interview, please reply with the following statement:

'I do not wish to be contacted for an interview'

<https://mail.google.com/mail/u/0/?ui=2&ik=a857c9a99d&view=pt&search=sent&ms...> 28/08/2016

Thank you for considering participating in this study,

Jade Hills

jade.hills@study.beds.ac.uk



Participant Information Letter.docx

47K

Information Letter Sent to Telephone Interview Participants

ETHICAL APPROVAL NUMBER: 2016ISPAR002



'What Strategies can be Implemented by Volleyball England to Increase Casual/Recreational Participation Figures?'

INFORMATION LETTER FOR PARTICIPANTS COMPLETING TELEPHONE INTERVIEW

Principle Investigator; Jade Hills, Research Student, Bedford Campus, University of Bedfordshire

Project Date; October 2015 – September 2016

Project Institution; Institution for Sport and Physical Activity Research, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

E-mail; jade.hills@study.beds.ac.uk

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the purpose of this study?

This study is being completed in collaboration with Volleyball England, the National Governing Body for volleyball. The aim of the study is to discover the demographics of the casual/recreational volleyball player population along with any barriers to participation these individuals may face. In addition, casual/recreational volleyball players will be asked what strategies they would like to see implemented by Volleyball England in order to tackle the barriers mentioned to subsequently increase their participation in volleyball.

Why have I been chosen to participate?

*You have been chosen to participate in this study as you are within Volleyball England's data base as a casual/recreational volleyball player.

*You have been chosen to participate in this study as you are not currently participating in volleyball, your opinions are therefore highly valued.

*You have been chosen to participate in this study as you are a registered student at a University in England.

(* delete as appropriate)

Do I have to take part in the study?

It is up to you to decide whether or not to participate in this study, if you do decide to participate you will be asked to state that you have read and understood this information

ETHICAL APPROVAL NUMBER: 2016ISPAR002

letter and give your consent to participate. If you decide to participate you are free to withdraw from the study at any time, all data you have provided up until that point will be removed. A decision to withdraw at any time, or a decision not to take part, will not affect you in any way.

What happens if I take part in the study?

The researcher will complete a short telephone interview with you lasting no more than half-an-hour. The interview will focus more specifically on the answers you gave during the questionnaire you completed for the first part of this study regarding the barriers to your participation in volleyball and what strategies you would like to see implemented to increase your participation. With your permission the interview will be recorded for analysis after the interview has taken place.

What are the possible benefits of taking part in the study?

Volleyball England require more information about their casual/recreational participants, along with what they can do as a National Governing Body to increase your participation in volleyball. This research aims to provide this information and thus providing insight into what relevant and desired strategies can be developed to increase casual/recreational participation in volleyball.

Will my taking part in this study be kept confidential?

All information collected during the course of this research will be kept strictly confidential. Any information about yourself will have your name replaced with a pseudonym so that you cannot be recognised from it, which will also be used for data analysis and any further discussion of the research. The interview transcripts will be stored electronically and securely. All data will be stored securely using a password protected online storage, any hard copies of data will be secured in a locked draw to which only the principle investigator will have access to. All contact information will be destroyed after the completion of the research.

What will happen to the results of this research study?

Data will be presented to Volleyball England on completion and potentially published, however to reiterate you will not be identified in any report or publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information about this study please contact the principle investigator, Jade Hills whose contact information is at the top of this information letter. If you would like to speak to someone from the supervisory team please contact:

Helen Ives, Research Supervisor, University of Bedfordshire (helen.ives@beds.ac.uk)

Stuart Wilson, Research Supervisor, University of Bedfordshire (stuart.wilson@beds.ac.uk)

Alternatively, if you would like to speak to someone independent from the study please contact:

Laura Charalambous, Sports Biomechanics Lecturer, ISPAR Ethics Chair, University of Bedfordshire (laura.charalambous@beds.ac.uk)

Thank you for considering participation in this study, you can copy this information letter for your records.

Information Letter Given to Volleyball England Staff

ETHICAL APPROVAL NUMBER: 2016ISPAR002



'What Strategies can be Implemented by Volleyball England to Increase Casual/Recreational Participation Figures?'

INFORMATION LETTER FOR PARTICIPANTS COMPLETING INTERVIEW

Principle Investigator; Jade Hills, Research Student, Bedford Campus, University of Bedfordshire

Project Date; October 2015 – September 2016

Project Institution; Institution for Sport and Physical Activity Research, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

E-mail; jade.hills@study.beds.ac.uk

You are being invited to take part in a research study. Before you decide to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the purpose of this study?

This study is being completed in collaboration with Volleyball England, the National Governing Body for volleyball. The aim of the study is to investigate factors which prevent individuals from participating in volleyball and what programmes or initiatives could be created to increase participation in the sport.

Why have I been chosen to participate?

This interview aims to gather information about the importance of insight to a National Governing Body, therefore you have been chosen to participate in this study as you are a member of staff at Volleyball England and your opinions are highly valued.

Do I have to take part in the study?

It is up to you to decide whether or not to participate in this study, please take the time to make this decision, and ask any questions you may have

What happens if I take part in the study?

The researcher will complete a short interview with you lasting no more than half-an-hour. The interview will focus on your opinions and understanding of why research and insight is important to National Governing Bodies in order to increase participation. With your permission the interview will be recorded for analysis after the interview has taken place.

ETHICAL APPROVAL NUMBER: 2016ISPAR002

What are the possible benefits of taking part in the study?

Volleyball England require more information about their casual/recreational participants, along with what they can do as a National Governing Body to increase your participation in volleyball. This research aims to provide this information and thus providing insight into what relevant and desired strategies can be developed to increase casual/recreational participation in volleyball.

Will my taking part in this study be kept confidential?

All information collected during the course of this research will be kept strictly confidential. Any information about yourself will have your name replaced with a pseudonym so that you cannot be recognised from it, which will also be used for data analysis and any further discussion of the research. All data will be stored securely using a password protected online storage, any hard copies of data will be secured in a locked draw to which only the principle investigator will have access to. All contact information will be destroyed after the completion of the research.

What will happen to the results of this research study?

Data will be presented to Volleyball England on completion and potentially published, however to reiterate you will not be identified in any report or publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information about this study please contact the principle investigator, Jade Hills whose contact information is at the top of this information letter. If you would like to speak to someone from the supervisory team please contact:

Helen Ives, Director of Studies, University of Bedfordshire (helen.ives@beds.ac.uk)


Stuart Wilson, Second Supervisor, University of Bedfordshire (stuart.wilson@beds.ac.uk)

Alternatively, if you would like to speak to someone independent from the study please contact:

Laura Charalambous, Sports Biomechanics Lecturer, ISPAR Ethics Chair, University of Bedfordshire (laura.charalambous@beds.ac.uk)

Thank you for considering participation in this study, you can copy this information letter for your records.


Volleyball England Staff Informed Consent Form

ETHICAL APPROVAL NUMBER: 2016ISPAR002			
Institute of Sport and Physical Activity Research			
Participant Assent Form			
'What Strategies can be Implemented by Volleyball England to Increase Casual/Recreational Participation Figures?'			
Principal Investigator:	Jade Hills, University of Bedfordshire		
Project date:	October 2015 – September 2016		
Project Institution:	Institute of Sport and Physical Activity Research, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA		
Email:	jade.hills@study.beds.ac.uk		
 Please circle as appropriate:			
Have you received, read and understood a copy of the Information Letter?	Yes	No	
Do you understand that your participation in this study is entirely voluntary?	Yes	No	
Do you agree to the interview being recorded for later analysis?	Yes	No	
Do you understand that you are free to refuse participation and have the right to withdraw at any time for any reason, and that all data collected from you at that time will be removed?	Yes	No	
Do you understand that the Universities name will not be shared and disclosed in the reporting of results?	Yes	No	
Do you understand that your name will not be displayed in any reports, presentations or publications and you will be assigned a different name for this purpose?	Yes	No	
Do you confirm that you have had an opportunity to ask questions and that your questions have been answered to your satisfaction?	Yes	No	
Are you happy to be contacted to give further clarification to any of your data?	Yes	No	
Name	_____		
Signature	_____		
Date	_____		
 Thank you for your participation!			
Please complete and return this form to the research staff.			
1			

Appendix Thirteen

Email Sent to Email Questionnaire Participants

University of Bedfordshire Mail - Volleyball Participation Survey: Follow Up Questio... Page 1 of 1



Jade Hills <jade.hills@study.beds.ac.uk>

Volleyball Participation Survey: Follow Up Questions
1 message

Jade Hills <jade.hills@study.beds.ac.uk>

15 July 2016 at 17:59

To: [REDACTED]

Dear [REDACTED]

Thank you for participating in my online masters survey about volleyball in March, in which you indicated that you were happy to be contacted at a later date. I would appreciate it if you could answer a few more questions, sent to you by email, regarding your experience of volleyball participation and access to the sport.

If possible, please could you provide your answers to the two questions below. Please be as specific as possible using examples if you consider these necessary.


1. What, in your experience, do you consider has prevented, stopped or put you off of playing volleyball?
2. What events, programmes or initiatives do you think Volleyball England should create to support you in starting to play volleyball? For example – sessions for beginners, free sessions, etc.

Attached to this email is a copy of the information letter for this study. Please take the time to read this through and ask any questions you may have. Feel free to save or print the document for your records.

By replying to this email and answering the above questions, you are indicating that you have read and understood the attached information letter and give your consent to participating in the study.

Thank you for considering participating in this study.

Jade Hills
jade.hills@study.beds.ac.uk

 **Participant Information Letter.docx**
45K

<https://mail.google.com/mail/u/0/?ui=2&ik=a857c9a99d&view=pt&search=sent&th=...> 28/08/2016

Information Letter Sent to Email Questionnaire Participants

ETHICAL APPROVAL NUMBER: 2016ISPAR002



'What Strategies can be Implemented by Volleyball England to Increase Casual/Recreational Participation Figures?'

INFORMATION LETTER FOR PARTICIPANTS COMPLETING EMAIL QUESTIONS

Principle Investigator; Jade Hills, Research Student, Bedford Campus, University of Bedfordshire

Project Date; October 2015 – September 2016

Project Institution; Institution for Sport and Physical Activity Research, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

E-mail; jade.hills@study.beds.ac.uk

You are being invited to take part in a research study. Before you decide to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the purpose of this study?

This study is being completed in collaboration with Volleyball England, the National Governing Body for volleyball. The aim of the study is to investigate factors which prevent individuals from participating in volleyball and what programmes or initiatives could be created to increase participation in the sport.

Why have I been chosen to participate?

You have been chosen to participate in this study as you answered the online questionnaire and indicated your willingness to provide further information. This email questionnaire is being sent to participants who indicated that they are not currently participating in volleyball.

Do I have to take part in the study?

It is up to you to decide whether or not to participate in this study, please take the time to make this decision, and ask any questions you may have

What happens if I take part in the study?

The researcher will, by email, present you with a further 2 questions. Your responses to these questions will be made anonymous and your original email will be deleted as per the ethical permission of this study.

ETHICAL APPROVAL NUMBER: 2016iSPAR002

What are the possible benefits of taking part in the study?

Volleyball England require more information about their casual/recreational participants, along with what they can do as a National Governing Body to increase your participation in volleyball. This research aims to provide this information and thus providing insight into what relevant and desired strategies can be developed to increase casual/recreational participation in volleyball.

Will my taking part in this study be kept confidential?

All information collected during the course of this research will be kept strictly confidential. Any information about yourself will have your name replaced with a pseudonym so that you cannot be recognised from it, which will also be used for data analysis and any further discussion of the research. All data will be stored securely using a password protected online storage, any hard copies of data will be secured in a locked draw to which only the principle investigator will have access to. All contact information will be destroyed after the completion of the research.

What will happen to the results of this research study?

Data will be presented to Volleyball England on completion and potentially published, however to reiterate you will not be identified in any report or publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information about this study please contact the principle investigator, Jade Hills whose contact information is at the top of this information letter. If you would like to speak to someone from the supervisory team please contact:

Helen Ives, Director of Studies, University of Bedfordshire (helen.ives@beds.ac.uk)

Stuart Wilson, Second Supervisor, University of Bedfordshire (stuart.wilson@beds.ac.uk)

Alternatively, if you would like to speak to someone independent from the study please contact:

Laura Charalambous, Sports Biomechanics Lecturer, ISPAR Ethics Chair, University of Bedfordshire (laura.charalambous@beds.ac.uk)

Thank you for considering participation in this study, you can copy this information letter for your records.

Appendix Fifteen

Open Coding Example

OPEN CODING

= Barriers

= Suggested solutions

itina

What, in your experience, do you consider has prevented, stopped or put you off of playing volleyball?

cultural opinion - Volleyball is not considered a mainstream sport, and was only introduced to me in Upper School for a very short amount of time. To play, we had to rig the badminton nets to make them higher, as we did not have the facilities, I have very little knowledge of badminton, and it is not often seen on TV or media. I am also very short, which often has an impact in big teams so my personal thought is that I would dread standing on a pitch with a disadvantage. When I played in school, there was no opportunity to get a feel for the game before playing competitively. The boys in the class would hit the ball so hard that it turned into an unpleasant experience. - school experience - school facilities - TV coverage - body image - negative experience for females

What events, programmes or initiatives do you think Volleyball England should create to support you in starting to play volleyball? For example – sessions for beginners, free sessions, etc.

beginner sessions - Sessions for beginners would be good. I would not want to pay to play a sport that I am not very interested in, so making them free would be a good idea. I would like to see local sessions starting to introduce the idea and rules behind volleyball. Also possibly making public volleyball facilities. There are football, rugby, skateparks, parks, tennis courts available to the public for free, but never volleyball? - session incentive - public facilities

Feel free to ask any more questions.

Appendix Sixteen

Axial Coding Example

EMAIL QUESTIONNAIRE AXIAL CODING

BARRIERS:

- Old age
- Medial conditions
- Lack of advertising
- Lack of venues/facilities
- Other sport commitments
- No school opportunities
- Not promoted in school
- No knowledge of available facilities/clubs
- Lack of time
- No friends or family to play with
- Short exposure in school
- Poor school facilities
- Not often seen on TV or in the media
- Stereotypical body image
- Unpleasant school experience due to male dominance
- Competitive school lessons
- Not considered a mainstream sport
- Work commitments
- PE lessons didn't teach skills properly
- Lack of encouragement to play
- Only promoted in school if there is an external link
- Lack of opportunities
- Culture of clubs not welcoming
- Aggressive coach tone
- Coach not recognising beginner status
- No local club after leaving school
- Lack of availability to practice

<div style="display: flex; justify-content: space-between;"> <div> <div style="width: 15px; height: 15px; background-color: #ff6666; margin-bottom: 5px;"></div> = cultural factors <div style="width: 15px; height: 15px; background-color: #ffcc66; margin-bottom: 5px;"></div> = opportunities <div style="width: 15px; height: 15px; background-color: #99cc66; margin-bottom: 5px;"></div> = personal factors <div style="width: 15px; height: 15px; background-color: #339966; margin-bottom: 5px;"></div> = inter-personal factors </div> <div> <div style="width: 15px; height: 15px; background-color: #336699; margin-bottom: 5px;"></div> = facilities, equipment + clubs <div style="width: 15px; height: 15px; background-color: #663399; margin-bottom: 5px;"></div> = school experience <div style="width: 15px; height: 15px; background-color: #ff6699; margin-bottom: 5px;"></div> = sport promotion + media <div style="width: 15px; height: 15px; background-color: #99cc99; margin-bottom: 5px;"></div> = sessions </div> </div>









SUGGESTED SOLUTIONS:

- Sessions for the elderly
- Beginner sessions
- More exposure in schools
- Public facilities
- Taster sessions
- Keen leaders as mentors
- Advertising of clubs/facilities
- Free sessions
- Less competitive sessions
- Advertising of events to spectate at
- Holiday sessions for children
- Combine holiday sessions with another sport
- Increased TV coverage
- Have specialist coaches in schools
- Innovative sessions
- Funding for equipment in schools
- Teaching PE teachers about the sport
- More after school opportunities
- Professional players to attend/run sessions

Appendix Seventeen

Selective Coding Example

SELECTIVE CODING

 = cultural factors	 = facilities, equipment + clubs
 = opportunities	 = school experience
 = personal factors	 = sport promotion + media
 = inter-personal factors	 = sessions


What, in your experience, do you consider has prevented, stopped or put you off of playing volleyball?

Volleyball is not considered a mainstream sport, and was only introduced to me in Upper School for a very short amount of time. To play, we had to rig the badminton nets to make them higher, as we did not have the facilities. I have very little knowledge of badminton, and it is not often seen on TV or media. I am also very short, which often has an impact in big teams so my personal thought is that I would dread standing on a pitch with a disadvantage. When I played in school, there was no opportunity to get a feel for the game before playing competitively. The boys in the class would hit the ball so hard that it turned into an unpleasant experience.

What events, programmes or initiatives do you think Volleyball England should create to support you in starting to play volleyball? For example – sessions for beginners, free sessions, etc.

Sessions for beginners would be good. I would not want to pay to play a sport that I am not very interested in, so making them free would be a good idea. I would like to see local sessions starting to introduce the idea and rules behind volleyball. Also possibly making public volleyball facilities. There are football, rugby, skateparks, parks, tennis courts available to the public for free, but never volleyball?

Feel free to ask any more questions.



Appendix Eighteen

Coded Volleyball England Interview Example

VE INTERVIEW
'RYAN'

Interviewer

Participant

■ = participant opinion on insight
■ = example of successful insight application
■ = participant understanding of other groups' view on insight e.g. the Government

Okay, so before we begin can I just confirm that you received, read and understood the information document regarding this interview?

Correct.

And please can you confirm that you do agree to participating in this study and for the interview to be recorded?

Correct.

Brilliant... the first thing I wanted to ask you, is what your opinion is on the importance of insight for Volleyball England

Err, absolutely crucial. Err, we are currently in the middle, or actually the starting process of err our submission to Sport England

Mmmhmmm

For the next four years of funding

Yeap

And insight and understanding of our participants is absolutely crucial, err and it has been reiterated time and time again from Sport England that we need to have a really good, deep, thorough understanding of our participants, who they are, what they do, what other sports they play, what are the barriers to to play, what can we do to decrease those barriers

Mmmhmmm

Err, what are the err err fall out points and where do they fall out of the sport, do they come back in, erm how can we make it easier for them to come back into the sport, if they have played for a few years but then fall out so

Yeap

Yeah, absolutely crucial.

Okay, and do you have any specific examples of how insight has worked in the past, to either increase participation or in another area within Volleyball England?

Mmmhmmm, err it, probably the best example in participation is around our HEVO programme

Mmmhmmm

So, developing umm, not only the programme itself in terms of the CPD and training we give to the HEVO's

Yeap

But the err types of activities that we, we get the HEVO's to then put into into place, and the university campuses

Yeah

To increase participation. So virtually all of that is insight driven

Mmmhmmm

Err, and research driven. So finding out from the the current participants, what really motivates them, what they like about err the programme, the activities, what err could could be changed, taking some learnings from other parts of the sport and putting those in place. So it's it's probably one, and that, the the, the proof err has been a dramatic rise in the number of university based recreational participants

Yeap

We've gone from around 3000 two years ago, to getting near 7000 in a short space of time, and that's again very much being demand led.

Yeah, brilliant. And the last thing I just wanted to say, ask you, is what is your understanding about the Government's interest in insight, and then therefore what the DCMS' interest is and then Sport, you mentioned Sport England before

Yeah

But the people that are sort of above you that filter it down, what do you think their importance is on insight?

Err,

What sort of role do you think they think it plays and how important is it to them

Ooh yeah, they... they are keeping, keep reiterating that it is vitally important err that you do understand err your, your participants. Erm, it is... stated widely throughout the DCMS well no the Government Sporting Futures document, the sport England err towards an active nation strategy and also recently the sport England investment guide

Mmmhmmm

That we err just received last week, that all of those documents... refer back to insight and deep understanding of your participants and getting to know how you can err move them down the behaviour change model, from contemplation or pre-contemplation down to maintenance or long term activity

Yeah

So, yeah absolutely at all stages of that that cycle err it's going to be important to get to know your participants and get a deeper understanding of them

Okay, and how long have Sport England and the Government sort of put this reiteration on using insight? Is it just been recently since the newest policy or...?

No, no probably

Or has it just increased since the last policy

It's just increased err use of insight and research probably started to gain greater err importance three to five years ago

Okay

Probably in in the erm in the wake of London 2012 probably with all the discussions about legacy, inspiring a generation

Yeap

Making sure that err there is hard data to to help with the... those goals of basically getting more people active

Yeap, and what about before that? Was there much importance on it?

Well, it would pre-date my time

Right

In National Governing Bodies

Okay *giggles*

So umm, probably err other people who have been around in the industry

Yeah

A bit longer would have a better idea, but yeah from my understanding it really has been the last five years that insight taken a much greater... level of err importance

Yeap. Okay, brilliant. I don't have any more questions for you. Is there anything you wanted to ask me at all?

No.

No? Right brilliant, thank you

Thanks Jade

Analysed Document Example (HM Government 2015)

20 Sporting Future: A New Strategy for an Active Nation

Fundamental to the success of this strategy is the principle that funding decisions relating to engagement in sport should be based only on how to best meet the needs of the customer. Sport must become more demand-led, recognising the different motivations, attitudes and lifestyles of its potential customer base. The system must be more flexible and actively reach out to those who do not get involved in sport, whether because of practical, social or emotional barriers. Behavioural insights and an understanding of how to help people to make better decisions themselves will be at the heart of the new approach to delivering sport and physical activity.

The sector must also adapt to suit how people want to engage in sport and physical activity. For some this will mean a social game of ultimate frisbee or skateboarding with friends, but others won't want to take part unless it is fiercely competitive and they are able to push themselves to fulfil their potential. Competitive sport is not just part of the formal talent pathway, but it is actually just another way in which some people want to take part.

Where organisations and sports have understood and responded to customers' demands, through evidence based actions, the number of people engaging in those sports has grown. Developers who have capitalised on ways for users to capture and share their data through apps or wearable technology have also seen success in attracting new participants. Similarly many organisations have used the power of social media to effectively engage new and existing participants. However, where organisations or sports have failed to understand what customers want and need, the number of people taking part has fallen.

6.1. Taking Part

The benefits of taking part in sport and physical activity are well recognised. Government has big aspirations for increasing levels of participation and would like to see clear targets as recommended in the recent Triennial Review of Sport England and UK Sport.³

We believe that it is for Sport England to make an evidence-based assessment of the exact scale of change they envisage achieving given their interventions, much as UK Sport sets itself precise medal targets, and for government to agree the output. The focus should be on maximising the return against this strategy's outcomes and we expect modelling of impact to take into account behavioural insights that suggest that the type of population-level changes in engagement we seek will occur in big steps rather than incremental year-on-year increases. Government is therefore open to Sport England setting targets of a step-change in engagement by 2020 in those areas of the country or key population groups on which it focuses significant resource. This should pave the way for a major step-change in engagement across the country by 2025. We will only do this once new baselines are available through the new system of measurement, outlined below.

Building on the recommendation in the Triennial Review to introduce participation targets, by early 2017 Sport England will set out, and agree with government, clear targets for the increases in engagement in sport that it expects to see by 2020 and by 2025 along with the evidence supporting those targets.

Addressing Under-Representation

When planning how best to meet challenging new participation targets, it will be important for Sport England to focus on those groups that are particularly unlikely to take part in sport at the moment. This is something it has already started to do, most

³<https://www.gov.uk/government/publications/uk-sport-and-sport-england-triennial-review-report>

Appendix Twenty

Questionnaire Participant Characteristics

Gender	N
Male	110
Female	131
Prefer not to say	2

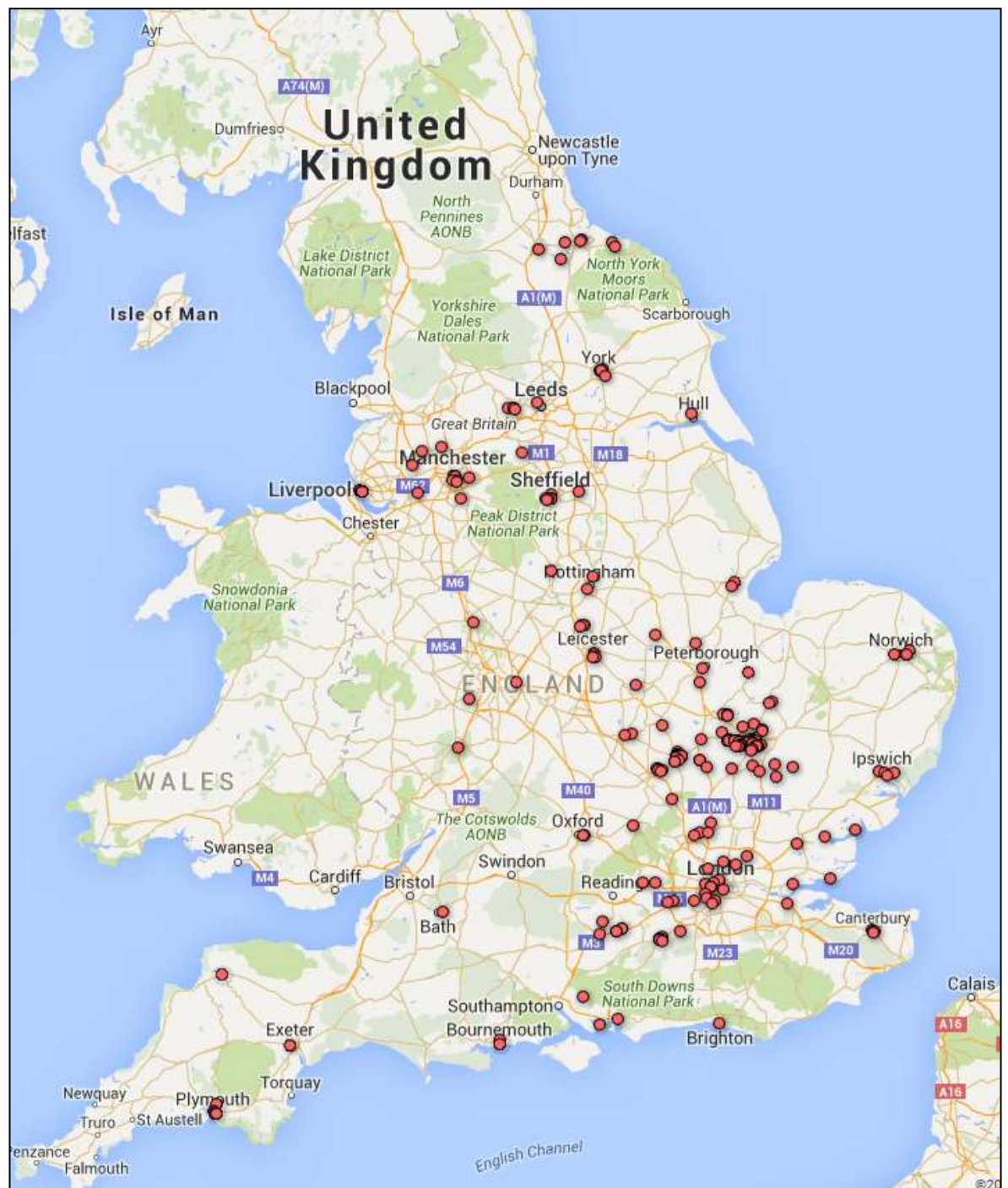
Age	N
18-21	77
22-25	60
26-30	20
31-35	9
36-45	27
46-50	15
51-54	17
55+	19

Working Status	N
Employed Full Time	84
Employed Part Time	27
Unemployed	5
Student/In Full Time Education	108
Retired	9
Other	11

Ethnicity	N
White British	161
White Irish	2
White Other	43
Asian Bangladeshi	0
Asian Indian	3
Asian Pakistani	2
Asian Other	8
Black African	3
Black Caribbean	2
Black Other	0
Chinese	6
Mixed Asian and White	2
Mixed Black African and White	2
Mixed Black Caribbean and White	1
Mixed Other	4
Prefer not to say	3
Other	2

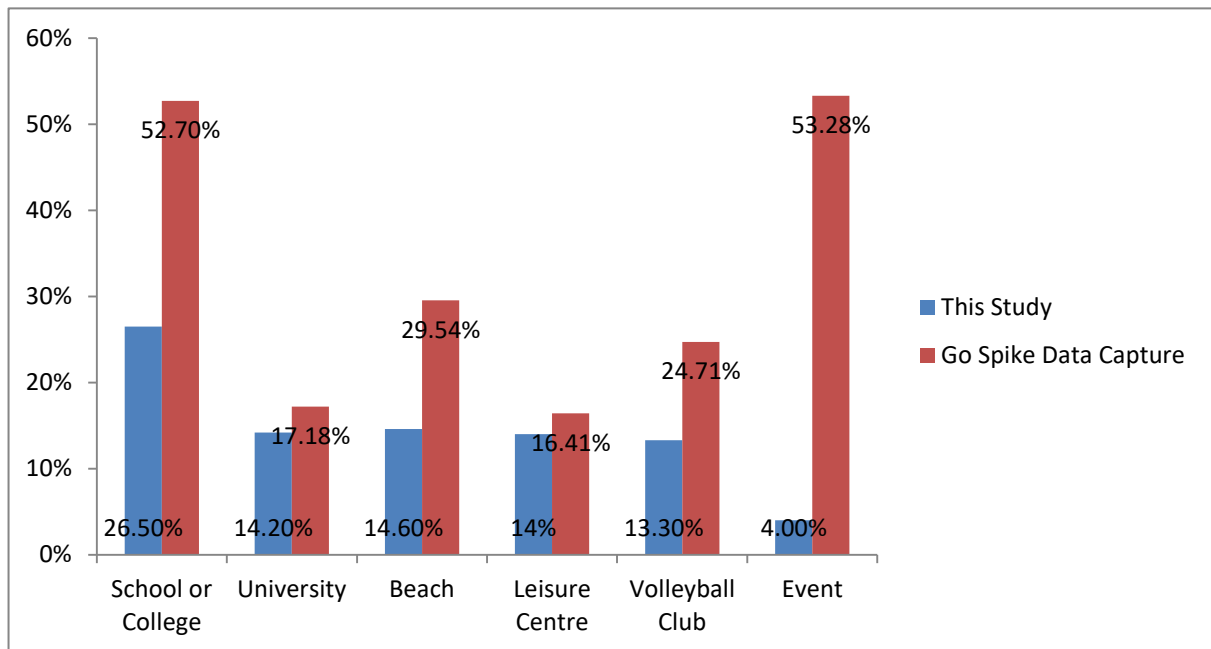
Disability	N
Yes	4
No	240

Postcode

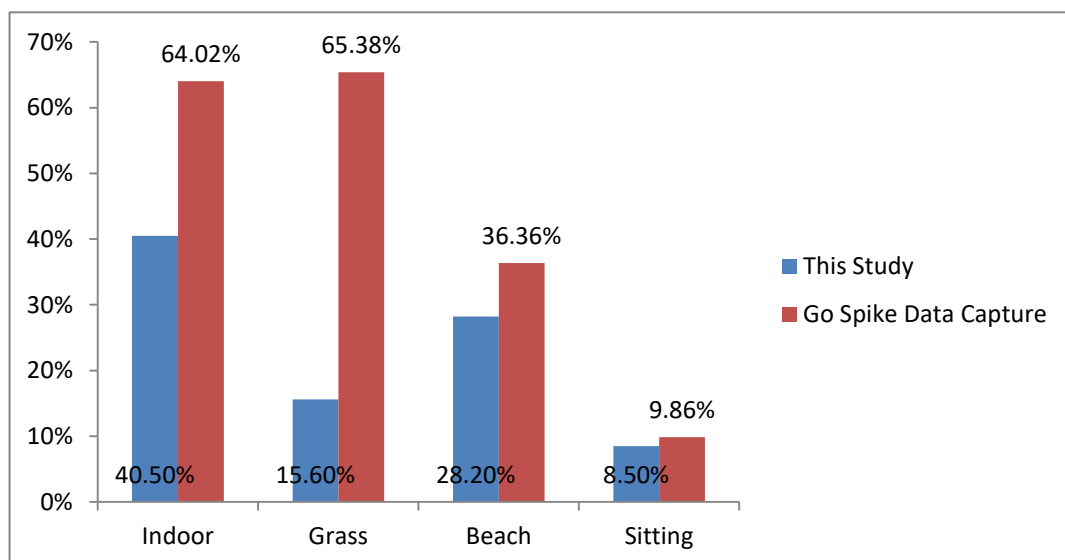


Appendix Twenty-One

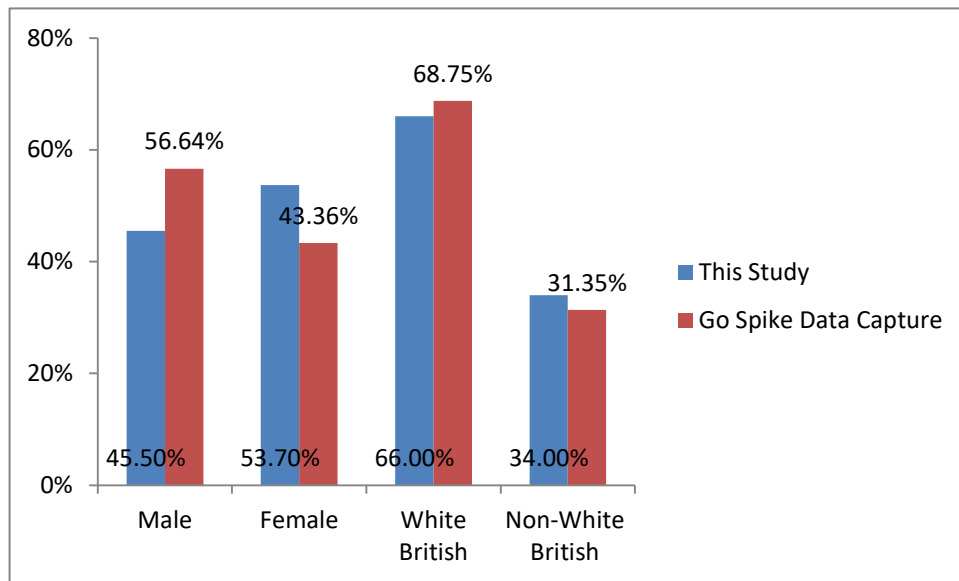
Comparison between This Study and Go Spike Data Capture



Where Volleyball is Played



Form of Volleyball Played



Participant Characteristics

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